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ABSTRACT

This paper presents the final report on a project that brought African social studies education leaders to Indiana University (Bloomington) to take part in a Master's Degree program. The report contains a brief history of the program, a description of the program, a discussion of issues relating to acculturation, an evaluation, a list of recommendations and conclusions. Twenty-one appendices which comprise most of the document include such items as an invitational letter, proposal, presentation materials, and evaluation summaries. (DB)

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AFRICAN SOCIAL STUDIES PROGRAM-1

ASSP-1

1988-89

FINAL REPORT

A Master's Degree Program for
African Social Studies Leaders

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June 1991

Indiana University

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African Social Studies Program-1

ASSP-1

FINAL REPORT

Table of Contents

I. BRIEF HISTORY 1

II. DESCRIPTION OF PROGRAM 4

- Introduction 4
- Selection Process. 5
- Master of Arts in Teaching vs. Master of Science in Education 7
- Specialized Courses 10
- Social Studies Organizations 12
- Personnel. 13
- Support Services 14
- Textbooks. 16
- Computer Literacy. 17
- Academic Success 18
- Closing Ceremonies 20

III. ISSUES RELATING TO ACCULTURATION 21

- Setting 21
- Orientation 21
- Liaison 22
- Housing 23
- Stipend 25
- Transportation 26
- Health 26
- Health Insurance 27
- Field Trips. 29
- International Center 29
- African Student Association. 30
- Religion 30
- Friendships. 30
- Departure Period 31

IV. EVALUATION 32

V. RECOMMENDATIONS 38

VI. CONCLUSION 45

LIST OF APPENDICES 47

I. BRIEF HISTORY

In March, 1985, the Board of Directors of the African Social Studies Programme (ASSP) approved a long-term development plan aimed at improving the quality of social studies instruction in schools of its 17 member nations. A key part of the development plan was to strengthen the academic preparation of current and future social studies leaders in each of the member countries. Dr. Peter Muyanda-Mutebi, Executive Director of the ASSP, was asked to make contact with one or more American universities to explore any interest they might have in providing graduate training in social studies for its leaders.

In fall, 1985, Dr. Muyanda-Mutebi visited Indiana University (IU) to discuss his organization's desire to establish a close working relationship with an American university. He chose this University for two main reasons. First, Indiana University is known as a leading center for social studies instruction in the United States. It has a prominent graduate studies program, and its Social Studies Development Center (SSDC) has been a leader in social studies innovation for years. Furthermore, many of the social studies faculty have had considerable international experience, and a substantial number of international students have earned master's and doctoral degrees in the IU Social Studies Program. Indiana University also has a world renowned, federally-funded African Studies Program. Therefore, African students studying on the IU campus could be reassured that there were many faculty and students there who understood and appreciated African culture. Dr. Muyanda-Mutebi met with Howard Mehlinger, who was then Dean of the School of Education, and formerly director of the SSDC. One of his graduate students, Merry Merryfield, was pursuing dissertation research on African social studies. As a result of the meeting, it was agreed that Indiana University would establish a special program to assist the ASSP meet its goals.

In February, 1986, IU, together with the ASSP, submitted a major proposal to the United States Information Agency (USIA). This proposal set forth a five-year plan to achieve ASSP's goals. The proposal sought funds to support 51 African social studies educators who would pursue graduate study through the master's degree at IU. These 51 students would come in three waves of 17 students each during the five-year period. The proposal also called for follow-up regional workshops to be held in the member African countries, directed in part by those who had earned master's degrees at IU, and assisted by the faculty of the IU program. It was expected that over the five-year period as many as nine workshops would be held. These would reach hundreds of African social studies teachers.

USIA was unable to make a commitment to fund the entire program. Therefore, USIA suggested that we begin with a summer workshop instead. Therefore, in 1987, IU hosted an eight-week summer workshop for 25 African social studies leaders. For the most part, these were individuals who already occupied senior positions in social studies education in their countries. To some degree, they were the founders of social studies education in Africa. The workshop was judged to be very successful. One of the recommendations made by the workshop participants was that it was now time to launch the master's degree program for young African educators. (See final report of summer program, "Strengthening Social Studies Education in Africa," Indiana University, August 31, 1987.)

On the basis of the success of the summer program, IU was invited to submit a proposal in fall, 1987, to support a total of 12 African educators who would earn all of the credits necessary to receive a master's degree in "one of several traditional disciplines (i.e. history, geography, or literature)." (See Appendix A for a copy of invitation letter.) The proposal was developed and submitted to USIA on February 11, 1988. (See Appendix B for a copy of that proposal.)

II. DESCRIPTION OF PROGRAM

Introduction. The purpose of the program was to prepare 12 social studies specialists selected from among 17 members of the ASSP (now called African Social and Environmental Studies Programme or ASESP), who already occupy positions of leadership in their respective countries, and who could offer extraordinary leadership in their countries following their degrees.

The program was based on the assumption that these professionals could take advantage of an intense academic program that would enable them to increase their knowledge within a subject matter specialty (e.g., history, geography, political science, sociology). At the same time, they would couple that subject matter interest with a broader concern for understanding the teaching of social studies and the development and design of curriculum materials to support social studies instruction in the primary and secondary schools of the countries they represented. It was assumed that each participant would take courses in their subject matter specialty along with other American and international students, but that special courses and special experiences would also be designed that would be exclusive to the participants. The result would be that each participant would have a unique experience as well as a shared one. All would return to their homes with a greater understanding of and skill in providing social studies leadership, but each would have further honed a unique academic specialty.

The program was to extend over an entire year, beginning with the fall semester of 1988 and concluding with the final summer session in 1989. (See Appendix C for ASSP-1 timeline.) By completing a total of 36 credit hours, the equivalent of 12 courses, each participant could earn a master's degree. In addition to the intensive academic program, the participants would be afforded a unique glimpse into American social, political, and academic culture. Special field trips, cultural events, home stays, and other activities would be designed to enrich and extend their year in the United States.

Selection Process. The selection process began in Spring, 1988. USIA notified each of the posts when the program was officially funded and asked each post to nominate candidates for participation in the program. The posts were notified about the types of individuals that were needed (see Appendix D for a selection of information sent from IU to the posts), and were urged to engage in some pre-selection so as to send the best possible individuals. In addition, ASESP headquarters was notified that the project was funded and was invited to make information known to country coordinators so that they, too, could generate candidates by urging them to submit applications to the posts.

Nominations began to arrive in early summer, but the final selection of participants was not completed until late July. Given the fact that the participants were to arrive by mid-August for the start of the fall semester, the late selection of participants was inconvenient for nearly everyone: project staff, USIA posts, and especially the participants.

Four people representing IU made the final selection. They were: James Haas, Director of Foreign Student Admissions, Fred Risinger, Coordinator of the MAT in Social Studies Program, Deborah Hutton, Training Coordinator, and Howard Mehlinger, Project Director. They scrutinized each application according to whether it appeared likely that the participant could successfully complete an M.A.T. degree (see description in next section) at IU. They looked for evidence of ability in English and the record of prior academic achievement. Each participant was expected to complete an essay as to why they wished to participate in the program and what advantage they could gain from it. Therefore, statement of purpose was also given consideration as well as recommendations by country posts.

The selection committee tried hard to select 12 people who would represent 12 different countries by spreading the participation as widely as possible among the member nations of ASESP. The final result was to choose 12 people from 11 countries, Uganda being represented by two participants. The final selections included eight men and four women. Their names and the countries represented were: Bill Allen, Liberia; Nuha Jammeh, The Gambia; Kenneth Kapansa, Zambia; Rita Luswata, Uganda; Cranmer Magagula, Swaziland; Margaret Manley, Sierra Leone; Fulgentio Masimba, Zimbabwe; Alois Mbunda, Tanzania; Lydiah Moka, Kenya; Andrew Molwane, Botswana; Adel Ramakatane, Lesotho; and Maurice Tamale, Uganda. (See Appendix E for participant information.)

Master of Arts in Teaching vs. Master of Science in Education. Originally, the idea was to enroll all of the students in a program leading to the Master of Arts in Teaching (M.A.T. degree). This degree is offered by the Graduate School and is designed especially for those who expect to be public school teachers in an academic field represented by history or one of the social sciences. This degree permits the candidate to specialize in one of the academic fields in which he or she is most interested and couple that specialization with a sufficient number of hours in Education to complete the degree. (See Appendix F for the M.A.T. program outline and list of all courses taken by M.A.T. participants.) It is expected to be a terminal degree, as opposed to a degree enroute to a Ph.D. in that academic field. This degree seemed most appropriate given our understanding of the interests of ASESP and USIA.

In retrospect, the M.A.T. degree was a poor choice. A few of the participants were less interested in social studies than their applications implied. While they occupied positions as social studies specialists in their own countries, two, and possibly three, of the participants were actually more interested in pursuing a Ph.D. in their specialized field (in history or one of the social sciences) with the intention of returning to their countries in university positions. The fact that they were able to pursue the majority of their courses in their academic specialization seemed to assist them in their desire to pursue a Ph.D.

They were thus restless in courses aimed at utilizing their specialized knowledge in elementary and secondary schools, or in blending their specialized subject into the more integrated social studies. They were especially restless with courses in education designed to improve their skills in teacher education and curriculum development. One of the 12 participants, Fulgentio E. Masimba from Zimbabwe, elected to return home shortly after arriving, when he learned that the program contributed only marginally to his goal of pursuing a Ph.D. in History.

By the same token, a few of the participants were mainly interested in the teaching of integrated social studies, especially in primary education. They were less interested in taking what proved to be an academic major in a subject area field. They would have been most pleased with a Master of Science Degree in Education (M.S.) focusing on social studies education. One participant, Andrew Molwane from Botswana, was not accepted into the M.A.T. degree program and was thus forced to change to an M.S. degree program. Rather than hindering him, it enabled Andrew to pursue a program more appropriate to his interests. (See Appendix G for the M.S. program outline and list of all courses taken by M.S. participants.)

While these adjustments helped two people, and while, overall, the participants greatly enjoyed and benefitted from their academic programs, it is surely the case that if this had been an M.S. program, some of the participants would not have elected to come; thus, there would have been a greater solidarity within the group of those who finally did participate. The result is the recommendation that the next group of participants selected should all pursue the M.S. degree, which will assure that all of the participants are appropriately prepared for their responsibilities as social studies leaders upon the return to their countries. The M.S. also enables them to take some course work in history and the social sciences without the requirement of majoring in any one of those fields, thereby better accommodating the broad range of interests the African participants need for their responsibilities.

Specialized Courses. In addition to the particular courses of study followed by each participant, all were enrolled in three special courses designed to strengthen their teaching of social studies. One, S519 -- Advanced Study in the Teaching of Secondary School Social Studies, also enrolled American graduate students as well as other international students. This course is devoted to methods of teaching social studies in American secondary schools. It also deals with the kinds of problems social studies teachers typically confront.

In addition, two special courses were designed for the African students and only participants in the program were admitted. They were S501 -- Seminar for Social Studies Teachers I and S502 -- Seminar for Social Studies Teachers II.

S501 -- Seminar for Social Studies Teachers I was offered during the fall semester. The purpose of this course was to introduce the students broadly to the nature of integrated social studies as a recognized field of study in Education. A considerable amount of attention was devoted to the purpose social studies serves in American schools and the intellectual problems confronted in designing a course to fit these purposes. The participants were introduced to writings by leading American and international social studies experts and their conflicting opinions about the purpose of social studies. Participants were also asked to link American views about social studies to the problems they confront in their own countries. Members of the IU faculty, as well as those from other universities, were invited to the seminar to present their opinions and to discuss their ideas with the participants. The participants visited schools, met teachers, and observed social studies in practice. In every way possible, the course sought to focus participants' attention on what social studies means in the United States and what it could or should mean if adopted in African countries. (See Appendix H for the syllabus and related materials for S501.)

S502 -- Seminar for Social Studies Teachers II built upon the prior semester by engaging the participants in the design and development of a social studies curriculum for their own countries. The participants read books by

American experts on curriculum design and engaged in projects aimed at strengthening their skills in conceptualizing and developing social studies programs for a selected audience back home. They considered recommendations emanating from American commissions and other authorities regarding what a proper social studies program should be. (See Appendix I for the syllabus and related materials for S502.)

Two ASSP-1 participants, Alois Mbunda and Cranmer Magagula, had also participated in the summer pilot program in 1987. They were excused from S502 after arguing successfully that the content of S501 and S502 was comparable to M514 -- Workshop in Social Studies Education and J638 -- Curriculum/Instruction Practicum, the two courses offered in the summer program.

Social Studies Organizations. In addition to the formal coursework related to social studies, the participants were also encouraged to be active in two professional associations, one national, the other statewide. Participants were provided memberships in the National Council for the Social Studies (NCSS) and in the Indiana Council for the Social Studies (ICSS). These memberships included receipt of a year's subscription of Social Education and the International Journal of Social Education. They also attended both annual conventions. The NCSS meeting was held in Orlando, Florida, in

November, 1988, and the ICSS convention in Muncie, Indiana at Ball State University in April, 1989. Four of the eleven ASSP-1 participants elected to make a presentation at the ICSS convention: Rita Luswata, Lydiah Moka, Adel Ramakatane, and Maurice Tamale. In the session called, "Lessons from Africa," they presented four sample lessons from an activity book called Lessons from Africa, which was authored by the participants of the summer 1987 Institute. (See Appendix J for ICSS presentation materials.)

Participation in these two meetings was vital to cementing their perspectives as members, as well as students, of the profession. From the reports of the participants, their participation in these activities was among the highlights of their year in the United States.

Personnel. The personnel of the African Social Studies Program-1 consisted of the Project Director, Howard Mehlinger; Co-Director, Peter Muyanda-Mutebi; Training Coordinator, Deborah Hutton; Project Assistant, Nita Levison; and Liaison Person, Julia Duany. Mehlinger devoted 10% of his total budgeted time to the project; his 10% was contributed by the university. Peter Muyanda-Mutebi also contributed approximately 10% of his time to the project. Deborah Hutton was budgeted for 50% of her time, although the duties far exceeded that proportion. The secretary was also budgeted at half-time rates and the liaison at quarter-time rates. For both positions, the budgeted time was inadequate for project needs. (See Appendix K for personnel duties and biodata.)

In addition to these five people, there were many individuals who also contributed to the program, but who do not appear in the program description. They include individuals from the International Center, the Director and Associate Director of the African Studies Program at IU, staff of the Learning Skills Center, Writing Center, and Black Culture Center, staff of the Social Studies Development Center, and various faculty members who extended their time beyond that usually accorded to graduate students and their courses in order to give specialized attention to the African students. In short, the human resources provided by IU to the 11 participants far exceeded that provided by the formal program budget.

The ASSP-1 personnel were aware of some of these services at the beginning of the program; however, some of them came to light through the discoveries of participants.

Support Services. Here are descriptions of six of these support services and how they were used to assist the African participants:

-- International Center. Prior to the beginning of fall semester classes, the Center organized an academic orientation for all incoming international students. It included some complimentary meals, sessions on topics such as academic advising, academic integrity, exam writing, research paper(s) writing, library research, the mandatory IU English Language Proficiency Examination, and a welcoming reception.

-- Learning Skills Center. This Center is set up for students at all levels to have group, person-to-person, or computer-assisted instruction in topics such as time management, textbook and lecture notetaking, objective test-taking, and research paper organization. These services are completely free and open to all.

-- Writing Center. Also free and available to all students via an appointment, this center provides one-on-one help with the writing and organization of research papers. It is not an editing service, but works with the student's ideas. A written report is sent after each session to the professor who assigned the paper in question.

-- Black Culture Center. This center provides one-on-one tutoring in any subject, to any student, at any level, and of any race. The service is provided on a first come, first served basis and is entirely free.

-- Social Studies Curriculum Resource Center. In this center is one of the largest collections of social studies resource materials in the country. It includes copies of most-used current pre-collegiate textbooks, games, audio visuals, reference books, varied curriculum materials and kits, and related journals of all kinds. The ASSP-1 participants had full access to the entire collection.

-- Main Library African Area Studies Section. This huge library section houses copies of all major research and reference books about Africa. It also includes related journals and even a collection of fugitive literature. The African Area Studies Specialist, who is in charge of this section, went out of her way to facilitate the best use of these materials by the ASSP-1 participants.

Textbooks. For this project, each student was given a textbook allowance, $24 per course, to cover all 12 courses. The hope was that they would take the texts back home as a basic social studies and curriculum library. These would be considered a gift to each country. It did not work out that way.

First of all, the allowance per course was unrealistically small. Second, because the students did their own buying of these books, they had the choice of reading a library copy instead of a bought copy or selling the bought copy back to the bookstore at the end of the course. Since this group of participants seemed to be very focused on money, it is likely that almost no textbooks made it back to Africa for future reference.

Computer Literacy. The first session arranged was an introduction to computers, presented by a graduate student. Because it was about computers and full of explanations, it served only to confuse the participants thoroughly. What they needed was immediate hands-on training in the use of a computer. The best opportunity for this turned out to be a one-evening session called "Jump Start." This program cut everything down to the bare minimum skills needed to turn on a university computer, type a research paper, and print it. Students could take the course, free, as many times as they wished to and left the session with a floppy disk and a very clear and concise handout with exactly the same instructions as they had just heard.

The ASSP-1 participants had only one Jump Start session before classes began, which was not enough, since computer skills are now vital for graduate work. Most of the participants had little or no typing training, so that skill also had to be honed. One participant appeared to believe that typing even on a computer was beneath his dignity, sat through the computer session, and had all of his papers typed by a paid typist. The disadvantages of this attitude are a huge typing bill and unfamiliarity when a professor demands to communicate with the student via computer -- messages, assignments, etc.

Academic Success. The program began with 12 participants in August, 1988. As reported earlier, a participant from Zimbabwe returned shortly after the program began when he discovered it was not what he had expected it to be. All of the remaining participants continued through the program and completed all requirements. (See Appendix L for a list of participants and their graduating Grade Point Averages (GPA).) One participant, Lydiah Moka, became severely ill during the Spring Semester of 1989 and had to drop her courses while recovering from surgery. Her stay was extended through the fall semester of 1989, but with the extension, she was able to complete all of her work.

To the best of our knowledge, two participants failed to return home. Rita Luswata was given her return ticket and departed from Indianapolis as scheduled and planned, but apparently did not leave the United States, and Kenneth Kapansa proceeded directly to Syracuse University to enroll in a Ph.D. program in Geographic Education. After going home as planned, Bill Allen has since returned to the United States because of the political situation in Liberia, is teaching secondary social studies in the interim, and is pursuing entrance into a Ph.D. program in History.

Despite the completion of all work by the 11 participants, some have not yet received their diplomas from IU because of unpaid bills they personally incurred, apart from the program obligations. Their diplomas will be mailed to them once these outstanding bills have been paid. They included such bills as library fines and other expenses which were not uncovered until after their departure.

The fact that all completed their academic work is probably a tribute to their academic ability and the attention devoted by many at IU to make certain that work was finished on time and to an acceptable degree of competence. The fact that two failed to return to their countries and that one other has returned to pursue further graduate study is probably evidence of lack of commitment by three people to the program's goals, as well as to unsettled conditions at home. It is unlikely that any program will ever adequately control such results, but greater care in the selection process in a program aimed at providing more solidarity of academic study toward a common career goal could partially ameliorate the problem of failing to follow through at the completion of the program.

Closing Ceremonies. We planned a number of activities to wind up the program in August, 1989. Unfortunately, there is no formal IU commencement program at the close of the summer session. Most of our students had participated in the Spring Commencement program, even though their academic program had not been completed. However, we planned some activities specifically for them. For example, we took a group photograph (see Appendix N) and developed a project tee-shirt (see Appendix O).

Most importantly, we sponsored a formal graduation banquet on the eve of their departure from Bloomington. In addition to the participants, a number of IU faculty and administrators who were particularly supportive were invited. Following speeches by the project director and the director of the African Studies Program, responses were made by representatives of the ASSP-1 group. The participants were each given diplomas (distinct from IU degree diplomas) recognizing the completion of their work in this program. (See Appendix P for a copy of the project diploma.) It was a very festive occasion and a proper conclusion to a year of academic rigor.

III. ISSUES RELATING TO ACCULTURATION

Setting. The 11 African participants not only had to struggle with an intense and unfamiliar academic program, they also had to deal with unfamiliar cultural settings. The IU-Bloomington campus has nearly 34,000 students in a small mid-western town atmosphere. While there are nearly 2,000 international students on the IU campus, nonetheless, each of the participants in one way or another had to cope with some degree of culture shock. We attempted to deal with this in several ways.

Orientation. We provided our own orientation program for the participants upon their arrival. It merged with the program provided by the International Center for all new international students. Besides those activities, our orientation included an introductory session, a welcome picnic, a trip to the bank to open an account and explain the money system here, free pizza at a university student hangout, group and individual meetings with their M.A.T. academic advisor, practice and actual registration, a welcome meeting with the Director and Associate Director of the African Studies Program, a main library tour led by the African Area Studies

Specialist, the first (and confusing) computer training session, a welcome by Dr. James Barth of Purdue University (who does social studies research and curriculum development in many ASESP countries), and a walking tour of the campus and town.

In retrospect, the participants need to arrive earlier, to allow for a longer orientation period. We believe that they registered culture shock to different American norms, the value of money, the humidity of the local climate, the use of technology everywhere they turned, the huge number of students, the fast pace of academic work, and the sparseness of a small dorm room, beyond being far away from family, job, and familiar surroundings. The orientation cannot simply focus on academic issues in future ASSP programs. (See Appendix M for orientation activities and distributed materials.)

Liaison. In addition, we employed an African graduate student, Julia Duany, who has lived in the United States for many years, was pursuing a doctorate, and knew both the Bloomington and IU communities well. She served as a liaison for problems that the African participants might have been reluctant to discuss with one or more of the American personnel and educated the Americans regarding African expectations or norms. She also was able to anticipate problems that might occur and help to solve them before they became serious. She met with the African participants once a week on a regularly scheduled basis. She also met them individually as needed.

There were also group meetings of participants and program personnel as needed. These meetings were used to plan forthcoming activities, to review academic schedules, to help solve problems of housing, or to address whatever issue seemed to be affecting either individuals or the group as a whole. These meetings seemed absolutely essential throughout most of the first semester.

By the middle of the second semester, most of the participants seemed sufficiently at home that they could solve many of their own problems and were less dependent upon the group meetings. Also, by the second semester, there was some dissension within the group that made the group meetings less useful. Two members of the group in particular sought to set themselves apart from other members of the group as having academic goals that distinguished them from the others. Therefore, the meetings, while still useful, no longer served the development of group solidarity as they had during the first semester.

Housing. A particular issue that confronted the group early was that of residence and food. All of the participants had been placed in a graduate student dormitory, called Eigenmann Hall. Eigenmann is a dormitory specifically for graduate students, a dormitory occupied by many international students. Each participant has his/her own room; three meals are provided; and there are some other services that are available to residents at Eigenmann. This hall is also close to the library and within easy walking distance of project offices.

However, the dormitory rooms are small, and they did not provide opportunities for the African participants to prepare their own meals. The participants quickly let us know that they were not always happy with the meals that they were provided in Eigenmann and would much prefer to live in other housing where they could purchase their own food and do their own cooking.

At the close of the second semester, therefore, all were given opportunities to move to other university housing or off-campus summer sublet apartments, where they would be required to do their own cooking. They seemed much happier with these new living accommodations and were pleased that we were able to solve that problem.

For us, however, more problems were created. First of all, participants now lived all over the city. This created problems of communication -- more telephone calls and more driving around to distribute materials -- and transportation -- leaving for any kind of a journey had to entail a half-hour of picking up participants before the trip even began and another at the end. Second, housing cost payments became very complicated. Rent, telephone installation and charges, and utilities had to be paid within the confines of both the budget and the university financial accounting system.

Stipend. The amount of money given the participants seemed to be a problem throughout the year. While Bloomington is not an especially expensive community in which to live, nonetheless, the participants constantly found themselves strapped for cash. They had to buy clothing to meet the rigors of an Indiana winter and had less money for entertainment than they would have liked.

However, part of the stipend problem was that the majority were saving as much money as they could to purchase electronic products and other materials that they wanted to take home when the program was over. Several took typewriters or sewing machines; at least three took television sets with their baggage on their return home. In addition, some regularly sent money home to their families. Therefore, it is not clear whether the stipend was insufficient because it didn't cover their basic needs or whether it was insufficient because of the desires they had for purchasing gifts for members of their family and friends, as well as for themselves. Relative to other graduate students on this campus, the participants of this program seemed well cared for, with all basic living and academic expenses paid and a stipend in addition. Although it certainly didn't have the capacity to cover other requirements that the African might have had, the stipend ($250 per month) seemed reasonable, if limited, to meet daily expenses.

Transportation. Transportation was provided for each of them with an IU bus pass for getting around the campus and community. The bus passes permitted them to move from the residence halls to classes and to the main shopping centers, making it unnecessary to own cars or rent taxis.

When we took a field trip as a group, the program provided transportation by renting IU vans or automobiles. Therefore, transportation costs were largely met by program funds. The need to rent IU vans to transport some or all of the participants to and from places was under estimated for this project. For example, they did not all arrive in a few (over two days) groups, but in ones and twos over six days because of travel delays and changes, necessitating six, rather than two, vans. A similar situation occurred with their departures. Unexpected needs also arose during the year.

Health. Health was a problem for some. While we assumed that all were healthy on their departure from Africa, many suffered small illnesses sometime during the year and required health care. Minor ailments were treated at the University Health Center; more extensive care was provided by local doctors and a quite well-equipped regional hospital.

One participant, Lydiah Moka, developed a serious problem requiring surgery. Not only was she frightened by the surgery, but she was keenly concerned about having the surgery apart from her family in a foreign land. The surgery was successful, and the health insurance covered the costs incurred. Nonetheless, one result was to extend her stay a semester beyond that of her colleagues.

Most of the participants experienced psychological stress at one time or other during the year. None was prepared adequately for the intense academic pressure they would feel and, from time to time, they sought counseling and advice from either ASSP-1 personnel or from professionals in the university community to help them through periods of intense stress.

Health Insurance. The health insurance coverage that E. G. Bowman's policy provided the participants was adequate and convenient only when it worked. When it didn't work, there were problems.

In the first place, Bowman was very slow to process claims; the norm was four months, and one claim remained unresolved for nearly two years. This kind of response does not make for good relations with the local medical community in regard to future participants' health needs.

If the ruling on a claim is delayed until after a participant has returned home, the student is no longer available to challenge the ruling or to pay the bill, if indeed he or she has sufficient funds. When one of the denied claims is from the University Health Center, a stop is put on the student's records and neither a diploma nor transcripts, documents vital to a participant's future, will be issued by IU. Current records show that three participants who were not awarded diplomas, also have outstanding Health Center bills. It is very possible that there is a direct connection here.

Bowman's policy routinely disallowed pre-existing conditions, but to our knowledge, there was no health screening of participants prior to their acceptance into the program. These participants are mature individuals, subjecting their not-young bodies to the intensified strains of a normally rigorous academic program. If any problem(s) comes up that seems to Bowman to have a pre-history, the participant in question is faced with suffering in silence, and perhaps putting his or her academic progress at risk, or trying to pay for what may turn out to be expensive treatment. Neither choice contributes to a successful program.

Field Trips. In order that the participants had experience with life beyond Bloomington, Indiana, and IU, we arranged a few trips to expose them to other aspects of American life. These trips were to a nearby state park, to a dairy and a beef farm, and to Indianapolis to the Children's Museum and the Union Station. Both program budget and participants' lack of free time limited the number of trips. An enrichment trip to Washington, DC, was planned as part of their trip home, but did not take place because funds were unavailable.

International Center. Throughout their stay, the participants were supported by a variety of groups. First of all, there is a highly experienced staff of the IU International Center that has a good reputation in its work with international students. Our participants made contact there with other African students working on the campus as well as students from other countries. National holidays were observed throughout the year and our participants were included in these activities.

The International Center arranged for the participants to have host families in Bloomington in order that, over the holidays, they would be entertained in a non-academic setting. The range and level of activity varied from family to family, but there was no participant who was not "adopted" during the year.

The director of the International Center suggested and led a re-entry session specifically for the ASSP-1 participants. This was viewed by the participants as unexpectedly beneficial. They were surprised by their own tension and fears of the return home and seemed relieved somewhat to understand the causes and identify ways to cope. An International Services Office took care of issues relating to visa status and other legal matters that arose.

African Student Association. There is an African Student Association on the campus that promotes social activities among all the African students. Our participants were included in their programs. This group also provided an instant and effective peer support network.

Religion. Some of the Africans had deep religious beliefs and participated in local churches. They were regular attendees at church services and became involved in the social life of those churches. Others had little contact with local churches. There was one Muslim in the group. He quickly joined others of his faith at the IU Islamic Center. Whether for religious or personal reasons, he seemed to find much more comfort and counseling there than in the ASSP-1 group.

Friendships. It is difficult to judge how many deep and lasting personal friendships were made with

American students outside the classrooms. Clearly, some of the participants did bond closely with their host families, and a few individuals found friends among American graduate students who have a keen interest in Africa. In general, however, the ASSP-1 participants seemed to stick closest to one or two others in the group and to other African students at IU.

Departure Period. After a year away from home, the participants were anxious to return immediately following their particular final exams. This was arranged, to the detriment of participants and program alike. Because of the intense pressure to successfully finish all aspects of the academic program before departing IU, the participants could give no attention to departure details until all exams were written, papers handed in, and incomplete courses completed to the satisfaction of individual professors.

This situation left far too little time for the packing of luggage, boxing and sending books, cleaning apartments for inspection, paying off final bills, buying last-minute gifts, and saying good-byes, to name a few tasks. At the same time, Nita and Julia had their own final exams to write and their budgeted period of employment came to an end. As a result, only Deb was left to make all final departure arrangements and to finish off business that participants had left undone.

The one positive aspect of this harried departure period was the re-entry session that the Director of the International Center offered to the ASSP-1 participants. The verbal evaluation by the participants of this informal session was very positive indeed. The Director had planned to survey these participants, regarding their re-entry, six months after their return home; however, the Director subsequently accepted a position at another university.

IV. EVALUATION

We made extensive efforts to evaluate each stage of the program. Following each event, we conducted an oral evaluation. In addition, we asked for four written evaluations. The first followed the orientation program. (See Appendix Q.) The two courses taught by Hutton and Mehlinger were evaluated. (See Appendix R for the S501 evaluation summaries, and Appendix S for the S502 evaluation summaries.) Finally, at the end of the year, we conducted a very detailed formal evaluation covering each aspect of the program. (See Appendix T for the final evaluation summary.) A brief summary of each of the written evaluations follows.

Orientation. The participants were asked to rate on a numerical scale each aspect of the orientation program.

Those aspects that explained some part of the academic program, such as computer training and M.A.T. advising, got highest marks. The participants were less satisfied with sessions or events that addressed general living conditions or cultural aspects of the program. The walking tour of the campus and the Bloomington downtown area, for example, was not judged to be useful. Perhaps, the imminence of classes made all non-academic information relatively unimportant.

The written comments of the participants matched the numerical ratings. The most common complaint was the lack of time: "There were too many things to grasp at the same time." Yet, we felt that the orientation had not included nearly enough information, both academic and cultural, to ensure a smooth and successful transition from African professional life to American academic life.

The participants recommended more control over access to classes. Course cancellations and closings based on class size are hazards faced by all IU students. They were treated the same as other graduate students and were equally frustrated when they did not get the course they wanted.

S501. Their evaluations of S501 indicate their general satisfaction with the course. Two of the suggestions they offered for improving S501 were met in other courses.

S502. Again, evaluations of S502 indicate general to considerable satisfaction. Individual professors were invited to address a particular theme in an S502 lecture; in part this was a response to participant requests to engage academically with additional members of the IU social studies faculty. The professors and themes are listed on the third S502 evaluation form; both numerical ratings and written comments were very positive.

Final Program Evaluation. The final program evaluation was divided into five major sections -- overall impressions, academics, life in Bloomington, general program, and an "And Finally..." section in which the ASSP-1 participants were invited to give three pieces of advice to those ASSP participants who might follow them. Some of these sections were further divided into subsections. The evaluation questions (without answers) are reported on the first few pages of Appendix T. The rest of Appendix T consists of the participants' own answers, organized question by question. Note that ten of the eleven participants turned in the final program evaluation.

The participants' overall impression of the program seemed to be positive. Nine felt that it was worth a year of their lives. All ten would recommend the program to others and believed that they were now in a position to discuss social studies cogently in the context of their own country. On a scale of 1 to 10 (low to high), the participants' average rating of the whole program was 7.7., or midway between "okay" and "excellent." The range of individual ratings was from 5 (okay) to 10 (excellent).

Regarding academics, the most pervasive comment was that the program was too intense. They recommended adding one semester in order to allow three, rather than four, courses to be taken each semester. According to the participants, the level of academic intensity inhibited their acquisition of knowledge and skills (particularly strongly felt because of having only one year in the United States), social life, American cultural experiences, and basic health.

Those participants who had mistakenly believed that the M.A.T. degree was a pre-Ph.D. from the College of Arts and Sciences were disappointed with the social studies education content and theme. On the other hand, those participants who came to IU to study social studies education per se were pleased with the academic program. They also stressed the importance of providing intensive computer training as early as possible in the program.

The third section of the evaluation concerned life in Bloomington -- basic issues of living from day to day. In general they were satisfied, but some particular aspects could be improved. Dormitory housing was acceptable only until the participants acclimated themselves to Bloomington. After one month, not a semester or two, they would have preferred to transfer to independent or university apartments. They believed the textbook stipends were too small, forcing a drain on their maintenance stipends. Those participants who used health care services were frustrated and embarrassed by delays in medical insurance payments to health care providers. Regarding the Bloomington climate, the participants recommended that new participants arrive with adequate time to adjust to the weather before the onset of the most severe winter temperatures. Finally, the participants expressed gratitude for the support they received from local churches.

Regarding the general program, cultural events such as the NCSS trip and local field trips were well received. More of them would, of course, have been better. Most participants were disappointed that the enrichment trip to Washington, DC had to be canceled; funds for the ASSP-1 trip were part of the ASSP-2 budget and it was not approved in time for them to take advantage of it.

Two of the program's "extra touches" were well-received -- the group photograph and the group tee-shirt. Because the official IU graduation ceremony occurs only once a year, in May, and this program ended in August, we conducted our own ceremony through an ASSP-1 graduation banquet. Although necessarily small in budget and scale, it nonetheless provided a formal and festive end to the participants' tenure at IU.

The liaison person, Julia Duany, was rated 6.2 on a scale of 1 to 10. Some participants enjoyed Julia's assistance, while others either did not use her services or thought them less than useful.

The Project Assistant, Nita Levison, was rated 7.5 on a scale of 1 to 10. In particular, they valued her very tangible assistance in securing the loan of blankets and providing transportation from place to place.

The Training Coordinator, Deb Hutton, was rated 8.3 on a scale of 1 to 10. The participants noted that she was responsible for an enormous mount of detail work and should attempt to do less. Some of the participants believed that she should invest some of that free time in getting to know them more as people and in learning more about Africa.

In the "And Finally..." section, where the participants were invited to give specific advice directly to ASSP-2 participants, they emphasized working hard, learning to use computers, taking advantage of all of IU's resources, attending to their health, and having fun. One could hardly argue with this advice!

To conclude the evaluation section of this final report, we quote two participants who wrote as "Overall Impressions":

1. This program is good to us Africans because it really takes care of the what Africans need in their program. That is what makes it really special and relevant. The director has helped students (ASSP) solve their problems which they could have found it impossible to do so if they were to do it by themselves. The program has taken special attention on the needs of African Education.

2. Being a pioneer program, the crucial obstacles have been surmounted. The pioneers and the coordinator in particular have laid the solid foundation of the ASSP-1 program.

   The unique portion of the program is the enormous amount of resources put into it. The achievements on the other hand, are commendable. To be fair it should be ranked EXCELLENT!!

V. RECOMMENDATIONS

We learned some things from this program that we hope to apply to ASSP-2. These were the most important findings:

1. It is absolutely essential to exercise the greatest diligence and care in the selection of the participants. There needs to be an adequate time for the announcement of this opportunity so that the right candidates can apply and the selection has to be completed so that all of the best candidates have time to arrange their affairs and come to the United

States in a proper disposition to undertake their new assignment.

In addition, the program description materials, which are sent to the USIS posts at the beginning of the selection process, articulate better just what "social studies" is and is not, and outline clearly the coursework expected to be completed.

2. The academic program must be organized so as to address clearly the problems that participants confront in Africa by switching from the M.A.T. to the M.S. degree program. It is tempting to let certain individuals use the program as a step on their own career ladders, but the program suffers when that takes place. When some of the participants perceive that others are not fully committed to the program's goals but are merely using the program to advance their personal careers, dissension results.

3. The participants do best in the academic program when they don't have to also manage many details about adjusting to university and social life in the United States. Therefore, it is critical that there is enough staff to support the program, to handle each of the many mundane details that arise when the

participants are in the United States. These details range from finding inexpensive winter clothing, arranging home stays with host families, solving minor academic problems, and so on. None of these issues are by themselves gargantuan, but they require sufficient staff to take care of the work. The academic program is incredibly intense, and any distractions from the academic program deprive the participants from doing their best work.

In addition, the secretarial staff needs to be hired and working before and after the period when the participants are actually at IU. A lot of work preceded and followed the participants' presence.

4. It is essential to do whatever is possible to screen the participants adequately for health problems. In a group of eight to 12 people, it is certainly likely that someone will become ill during a year. But it is important to screen out anyone who has a chronic illness, not only because the health insurance is less than adequate to address costly medical expenses, but also because any health setback undermines normal academic progress and creates

additional stress on the participants and the budget.

5. The orientation period needs to be lengthened to allow time for a more adequate introduction to the cultural and academic features of Bloomington and IU. The amount and newness of most of the information, from the value of money to the location of a support service to the right button by which to turn on the computer, overwhelmed most of the participants and thus was essentially lost. They need more time to assimilate everything before the not-gentle beginning of classes.

   In addition, the computer training must begin immediately upon the participants' arrival and continue beyond the orientation period, when they have actual papers to write. About a month after the orientation period is over, the participants also need to be re-introduced to the offices of support services; otherwise these marvelous and vital services will be lost to the participants.

6. Continue to begin the program with the participants living in Eigenmann Hall graduate residence. There is too much to acclimate to without adding cooking and the buying of food,

pots and pans, eating utensils and linens. Then if the participants still wish to move out, after an initial period, restrict them to the independent apartments within the university residence system. This serves their needs while at the same time keeping the room and board accounting within the university billing system.

7. The textbook allowance needs to be changed in two ways. First, the money for social studies textbooks, intended to form a basic library for the participants and her/his colleagues back home, should be spent by the project. The books are then given to the participants as significant gifts and can't be resold for cash in the IU system.

8. More field trips should be budgeted and planned. The ASSP-1 program was almost entirely academic. The participants need to experience at least a few more aspects of American culture. They also need to have some more "R&R." This recommendation is not said lightly. The program is so very intense that relaxation is absolutely vital to periodically release the enormous stress experienced by the participants. At least two participants

appeared to be close to nervous breakdowns near the end of the program, at least one had terrible stress headaches, and one contracted mononucleosis.

9. More IU rental vans must be included in the budget. Unanticipated uses for vans occurred regularly. Three examples of this need were moving the participants and their things from Eigenmann Hall to their apartments, taking them to a free jazz concert in Indianapolis, and transporting all of their boxes of books to the ASSP-1 office to be taped and sent. Also, because of the normal obstacles of travel, neither the arrivals nor the departures occurred in two or three well-coordinated groups of participants.

10. If an enrichment trip to Washington, DC is funded for ASSP-2, do not plan it to be a part of the trip home at the end of the program. Both the quantity of baggage and the end-of-program mental states of the participants preclude such timing. The enrichment trip would be more successful as its own trip on a school holiday and used as a recreational break.

11. The program should be lengthened by one semester, if funds are available. Ideally, such a program would include two summer sessions bracketing two regular semesters, with three courses taken in each semester. If that were not possible, then the ideal arrangement for another ASSP program would be arrival in April, one summer session followed by two regular semesters, and a May graduation. The slow acclimatization to the winter weather seemed to be significant to the participants' success.
12. The departure period must be extended from a few days to at least ten days after graduation. The re-entry session should definitely be included.
13. The participants recommended that no one's Africa-United States travel, in either direction, be routed through Nairobi for security reasons, regarding both person and possessions. In addition, because of enormous excess baggage charges, no participant should be allowed to stopover in Europe on the return trip home, unless they are personally prepared to pay the cost.

VI. CONCLUSION

Writing a year later, Andrew Molwane (Botswana) stated that "It is not uncommon for a man to be unhappy once he is introduced into a new environment quite distinct from the original. One may have read and heard about the new environment, but being there physically enhances the original wonders, confusions and excitement one had before his/her introduction into the new environment. Perhaps confusion and excitement become short-lived, but the wonder remains." (See Appendix U for the Molwane report.)

That wonder, in different degrees for the different participants, included American individuals and American society, the hard work of time-driven calendars and the overt play of Disney World, the value of a US dollar and the stress of choice at the supermarket. That wonder also came to include the role that social studies can play in nation-building -- encouraging unity within diversity, teaching patriotism and civic responsibility, and illuminating a national identity.

Taking words from the Final Report of the pilot project, Strengthening Social Studies Education in Africa "[the ASSP-1 program] will undoubtedly bring about long-term improvement of social studies education in Africa and, through the work of the [ASSP-1 participants], more attention and respect to the United States and the American people in national textbooks and syllabuses."

Like Molwane, each participant arrived somewhat confused and excited. Each, in time, overcame the confusion and excitement and was able to accomplish his or her academic goals as well as the goals of the program. And while the program had a somewhat different impact on each individual, we hope that for all, the "wonder remains."

LIST OF APPENDICES

A. Invitational Letter

B. Proposal

C. Timeline

D. Selection of Information Sent to USIS Posts

E. Participant Information

F. M.A.T. Program Outline and List of All Courses Taken by M.A.T. Participants

G. M.S. Program Outline and List of All Courses Taken by M.S. Participants

H. Syllabus and Related Materials for S501

I. Syllabus and Related Materials for S502

J. ICSS Presentation Materials

K. Personnel Duties and Bio-Data

L. Participants' Graduating Grade Point Averages (GPA's)

M. Orientation Activities and Distributed Materials

N. Group Photograph (copy)

O. Project Tee-Shirt (copy of words only)

P. Project Diploma

Q. Orientation Evaluation Summary

R. S501 Evaluation Summaries

S. S502 Evaluation Summaries

T. Final Evaluation Summary

U. Report of Andrew Molwane (Botswana)

APPENDIX A.

Invitational Letter

United States Information Agency

Washington, D.C. 20547

USIA

January 25, 1988

Dear Dean Mehlinger:

As part of its 1988 fiscal year Teacher, Text, Technology (TTT) program, the Office of Academic Programs plans to sponsor a follow-up project to last summer's eight-week training workshop for 25 African social studies educators. Based on Indiana University's successful design and management of that project, we invite the School of Education's Social Studies Development Center (SSDC) to develop and conduct a 12-month Masters Degree program designed specifically for twelve candidates recruited by the Agency's posts from among the seventeen member-countries of the African Social Studies Programme (ASSP).

The recruitment of a pool of approximately twenty post-nominated candidates will be organized by this office under the supervision of the TTT Coordinator, Mr. Bob Dalsky. Once assembled, this pool of applicants will be forwarded to you for the final selection of twelve applicants who your admissions officers judge most academically qualified to participate in the program.

I understand that you and your staff have been in close contact with Mr. Dalsky over the past several months. I trust that this ongoing communication with the Agency has resulted in a clear understanding of what the TTT program requires for the advanced training of African social studies educators in the U.S. It is important to keep in mind, for instance, that each of the scholars chosen to participate in the masters degree program will have been trained as an undergraduate in one of several different traditional disciplines (i.e. history, geography, or literature). After earning a Masters degree in social studies education/teaching at Indiana University, these same individuals will return to their home countries with the responsibility for implementing an integrated and relevant social studies curriculum into their respective national systems of education.

Given this background, the Agency looks forward to reviewing Indiana University's conceptualization of an appropriate and well-planned program. The essential characteristic of the program should be that it caters uniquely to the specific academic background and needs of each African student who will participate in the program. The program must also take into account the specific professional challenges and tasks which each of the students will face upon return to their respective careers

Howard Mehlinger
Dean, School of Education
Indiana University
Bloomington, Indiana 47405

in educational planning in their home countries. Faculty members who are experts in the traditional disciplines of history, geography, literature, English, and teacher training should be recruited to advise the twelve student participants in tne program based upon their respective academic backgrounds. Finally, the program should be closely supervised by an experienced scholar(s) in the fields of education and foreign student counseling who will have overall responsibility for both the general social and academic welfare of the group of students. This individual or team will serve as liaison between this office and the university in the ongoing monitoring of the program.

Another major aspect of the proposal should be a description of the various masters degree programs which will be open to the African students selected to participate. Based upon the variety of academic and professional backgrounds of the participants, the Agency is interested in knowing the exact range of masters degree opportunities the university plans to make available to the group and how it will determine which degree program would be best suited to each member of the group.

Based upon what the Fulbright program normally spends per individual graduate student grantee for a twelve-month period, the TTT program has made up to $200,000 available for the support of this project. This amount is sufficient to cover all round-trip international air travel from the various African countries from which the participants will travel, full maintenance expenses for twelve months, all book costs, special academic field trips and cultural events, plus a possible specially-arranged summer 1989 practicum session to be held at Purdue University for the final 6-8 weeks the group is in the U.S. Overall cost effectiveness will be an important criterion in the Agency's review of the project's proposed budget.

The Agency requests Indiana University contribute to the project with out-of-state tuition waivers as well as some salary contributions of the project director and various academic advisors who will be expected to work closely with each of the African students based upon academic discipline and level of training in their field. Please consider carefully that University cost-sharing in the maintenance and tuition areas may permit more than twelve master's degree students to participate in the program. Full tuition waivers, complimentary professional memberships, and other similar cost-reducing items have been included in previous successful grant applications of this sort.

The specifics of all other necessary components and activities of the program will be left to the innovation of the Social Studies Development Center and the School of Education. Some additional extra-curricular activities might include any one or combination of the following:

(A) Periodic teacher-training workshops and seminars designed specifically for the group itself or, alternatively, including participation by the group in regionally-organized or statewide conferences of American teachers and teacher trainers.

(B) Donation, purchase, presentation (including appropriate training if required) of reference books, audio-visual equipment, and other material resources in support of the overall goals of the twelve-month degree program.

(C) Occasional public sessions organized for the benefit of both the university and local communities which would allow the participants from the various African countries to lecture on topics of interest to them and which cover educational themes and/or problems in their home countries. The Agency is very concerned that the Americans with whom the group comes into contact benefit from their presence on the campus and in Bloomington, in general, by creating as many opportunities as possible for the group to engage consistently in a wide range of intercultural activities. In this way, the Agency hopes that the widest possible rapport will be established on both the local and campus-wide levels within which the Fulbright program's goals of mutual educational and cultural exchange can be realized.

If Indiana University decides to submit a proposal, it should provide a detailed plan in response to the above needs. Insofar as possible, outstanding professionals from throughout the university system, other than the Social Studies Development Center and the School of Education, should be involved. Likewise, outstanding professionals from other institutions are encouraged to become involved in the planning and implementation of the grant proposal.

You are encouraged to work closely with your campus offices of international programs and foreign student admissions in planning both administrative and substantive components of the proposed project. The overall quality and effectiveness of the program depends upon skilled administrative and managerial capabilities that enhance positive interaction betwen African and American educators.

Your proposal should include the following:
(1) Narrative, total text not to exceed fifteen double-spaced pages, including:
    (a) a brief two-page description of the participating university and department(s); and
    (b) a detailed description of the proposed project including but not limited to: the name and qualifications of the designated project director; the roster of staff/instructors or a representative listing of potential participants and their qualifications; as well as a detailed and specific description of planned activities.

(2) A specific and detailed line item budget for both administrative and program costs with institutional cost-sharing clearly delineated. At a minimum, the following line items should be addressed:

(a) Salaries, plus employee benefits, of all project staff for the program. Show for each individual what he/she will do (percentage of time on this project where appropriate and how much he/she will be paid), and proportion of time for which U.S. Government funding is sought;

(b) Housing and board at the university, for example, faculty residences, graduate dormitories, home stays, or other if necessary;

(c) Transportration costs for all travel during the course of the program;

(d) Miscellaneous costs such as daily maintenance allowance, honoraria (including travel and per diem for consultants), cultural activities, and other support material;

(e) Indirect costs associated with item (a) only. Indirect costs should be held to an absolute minimum. Indirect costs may not be charged against program costs: i.e., participant travel, tuition, maintenance, etc.

(3) An Assurance of Compliance Form and an Application Cover Sheet (copies enclosed);

(4) Appendicies, which should be kept to a minimum, must include:

(a) Current curricula vitae of proposed faculty and consultants.

(b) A brief summary of on-going international programs at your institution; and

(c) A list of preparatory/orientation materials that will be sent to the selected Master's degree candidates preparing them for their stay at the host institution.

For your convenience, enclosed are some Agency-produced guidelines for preparation of your proposed grant budget.

A panel of senior USIA officers experienced in African-American educational exchange programming will evaluate the proposal based on the considerations outlined above and the following specific criteria:

(1) Clear evidence of the ability to deliver a substantive and coherent masters degree program lasting no more than twelve months;

(2) Demonstrated high quality academic graduate programs in the areas of the teaching of social studies, history, and geography;

(3) Evidence of strong on-site administrative, managerial, and counseling/guidance capabilities for international students with specific discussion of how managerial and logistical arrangements will be undertaken;

(4) A commitment to providing the Agency with quality evaluations in the form of written reports at quarterly intervals during the twelve-months of the grant award;

(5) The experience and demonstrated expertise of professionals and staff assigned to oversee the project;

(6) The ability to tap local and state resources for the project and the level of both real and in-kind cost-sharing contributions on the part of Indiana University, and finally;
(7) Cost effectiveness.

Please submit one original and three copies of your proposal by COB Wednesday, February 17, 1988, to: Dr. Mark Blitz, Associate Director, Bureau of Educational and Cultural Affairs, Attention: E/AEA - TTT Coordinator Bob Dalsky, Room 234, U.S. Information Agency, 301 Fourth Street, SW, Washington, D.C. 20547.

We look forward to working with you on this project. If you have any questions, please contact Mr. Dalsky directly at (202) 485-7355. Thank you.

Sincerely,

Jeanne J. Smoot

Jeanne J. Smoot
Director
Office of Academic Programs
Bureau of Educational and
Cultural Affairs

APPENDIX B.

Proposal

AFRICAN SOCIAL STUDIES PROGRAM
(12-Month Master's Degree Program at Indiana University)

Background Statement

Each modern-day African nation must assume the complex burden of extending schooling to ever-greater portions of its population while simultaneously modernizing the kind of education it provides. The colonial powers had no need for or commitment to providing schooling for large numbers of their subjects, and they were certainly not interested in preparing people to assume the responsibilities of political, economic, and cultural independence. A colonial education was by definition an education to maintain colonial dependency.

Within a few years of their independence, some African nations launched a joint effort to reform the geography and history curricula of their elementary schools, at that time based upon European (mainly British) models, in order to make these courses more appropriate for the needs of African children and to serve national development goals. The first step took place in Mombasa in 1968 when representatives of 12 African nations met to discuss ways of reforming social science courses. This led to the formation of the African Social Studies Programme (ASSP), an organization currently representing 17 nations and providing leadership for the reform of "social

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studies" instruction in all of its member nations.* Over the past 20 years ASSP has offered seminars and workshops for educational leaders and teachers, sponsored curriculum development projects, undertaken teacher education reforms, and conducted research. Much has been accomplished; much remains to be done.

In March, 1985, the ASSP Coordinating Committee adopted a set of resolutions aimed at furthering its efforts to strengthen social studies education among its member nations. It decided it would invite Indiana University to assist ASSP by offering specially designed programs for African educators that would lead to the award of master's degrees in the field of social studies education. The Committee expressed the hope that over a few years a cadre of 50 or more well-trained African educators would occupy leadership posts in the ASSP nations and assume responsibility for carrying curricular and teacher education reform to every section of each nation. They believed that a master's degree was essential for such leaders. This degree was preferred because those who held a baccalaureate degree could be expected to complete a master's degree in a single year while work on a doctorate degree would take too long and be too expensive. A master's degree, carefully designed, could provide sufficient training for those chosen to lead the educational reform.

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*The ASSP is incorporated as an independent organization. Its headquarters is in Nairobi, Kenya, where it enjoys full diplomatic status in Kenya. The organization is headed by an Executive Director, Peter Muyanda-Mutebi, and an elected Coordinating Committee. Each of the 17 nations is represented officially by a person appointed by the educational authority of that nation. Current member nations are: Botswana, Ethiopia, the Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Nigeria, Sierra Leone, Somalia, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe.

Indiana University was invited to offer the program because of its reputation generally as one of the United States' leading research universities. Beyond this, the University's School of Education is regarded as one of the best in the nation; its social studies program together with the Social Studies Development Center enjoys considerable prestige and has influence on American social studies, and the University's African Language and Area Studies Center is well known throughout the world.

It proved impossible for financial reasons to mount a master's degree program immediately. Therefore, as a first step, Indiana University, with funds provided by USIA, hosted a seven-week workshop for 25 African educators from 15 African nations during summer, 1987. The workshop was judged to be an unqualified success, encouraging all those involved to take the next step and to plan a twelve-month program for selected participants who would earn master's degrees.

This proposal describes this "next step." Building upon the success experienced in the 1987 summer workshop and responding to the 1985 ASSP request for help, Indiana University proposes to offer a 12-month program for 12 qualified African educators that will lead to the award of a master's degree in social studies. The program described below contains elements designed especially to meet the needs of the twelve African specialists, but it will also draw upon a wide range of courses and programs available to American and other international graduate students at Indiana University. The goal is to tailor programs that can be fitted to the particular needs, interests, and backgrounds of each African graduate student while simultaneously providing core elements that will enable all to succeed as social studies leaders in their own nations.

Program

The program proposed here contains both academic and extra-curricular components. Both are vital to the program's success.

Academic Program. After carefully considering a number of options, we have concluded that the MAT in Social Studies degree provides the greatest flexibility and opportunity for the African students who will participate in the program. This degree is awarded by the Graduate School at Indiana University. Students will have access to all of the programs and faculty that fall within the jurisdiction of the Graduate School.

The academic program can be completed over a 12-month period. It requires 36 semester hours of credit, at least 24 hours must be selected from Anthropology, Economics, Geography, History, Political Science, or Sociology. Six semester hours must be taken within the School of Education. The remaining six hours may be selected from courses in the Humanities, the Social Sciences, or Education. No thesis is required for this degree.

The main appeal of the MAT in the Social Studies degree is its flexibility. Because it is an interdisciplinary degree, program participants may choose graduate courses in the discipline of their undergraduate major or gain breadth by pursuing courses in other disciplines. For example, a participant with an undergraduate degree in geography could choose a geography major in the MAT program. That choice would include a minimum of 12 graduate credits in geography and be combined with six graduate credits of coursework in history or one of the other social sciences and the pedagogical courses and seminars from the School of Education. On the other hand, the same student could decide to broaden his or her training by choosing another major such as African history. In that case, the student could still choose geography as a minor in the MAT in the Social Studies program. As a result, each participant can expand expertise into other subject areas while continuing undergraduate interests.

Courses taken from the School of Education include a graduate methods course in social studies education and at least one other course selected by the participant in consultation with the MAT in Social Studies adviser. A special two-semester course, Seminar for Social Studies Teachers (S501 and S502), will be established for program participants. It will feature readings from current professional literature, presentations by nationally-recognized social studies specialists, workshops on curriculum development, and field trips to area schools, museums, and other points of interest.

The MAT in Social Studies program is governed by an interdepartmental Graduate Committee on Social Studies. C. Frederick Risinger, associate director for the Social Studies Development Center, is the Academic Adviser for the program. As a result, he will be able to provide individualized counseling and advice to program participants. His efforts will be an institutional contribution by Indiana University.

It is not possible to describe in much greater detail the program each student will pursue because the programs will not be identical. Except for the two-semester seminars (S501 and S502) and possibly the two required courses in Education, each participant will be counseled into an individually tailored program, designed to match his/her interests and strengths.

To complete the program it will be necessary for each participant to complete 12 semester hours of course work during both the fall semester and spring semester and 12 hours during the two summer sessions (four hours of credit during the six-week session and eight hours during the regular eight-week summer session). The participants will need to arrive in Bloomington by August 15, 1988 in order to be available for orientation and the start of the semester; they will complete their studies around August 12, 1989.*

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*At one time it was hoped that a portion of the work could be done at Purdue University. Despite all of our best efforts, it proved too expensive to include work at Purdue in the program. Thus, all of the academic credit will be earned at Indiana University, although at least one Purdue professor will participate in the program.

Because this is a demanding academic program great care will be devoted to the selection of participants. To be eligible, all participants must have completed baccalaureate degrees or their equivalents and must be fluent in English. They will have to demonstrate their ability to maintain high quality academic performance, because no grade lower than a B can be counted toward the completion of the degree, and because there will be little or no time to add courses to compensate for course grades less than B.

The MAT degree requires that all graduates demonstrate that they have filled the State of Indiana Department of Education licensing requirements permitting them to teach in Indiana schools. We can waive this requirement for the African participants as they will all return to their own nations. However, the waiver by the Graduate School requires that we provide evidence that each participant is either licensed to teach in his/her own country, will be licensed to teach following the completion of the MAT degree, or will occupy a position in the Ministry of Education, teachers college, university, etc. where no teaching license is required.

Participants will be nominated by American posts abroad in cooperation with ASSP. From the list of nominees, an admissions committee comprised of the project director, the MAT advisor, and faculty representing those who will teach in the program will select the 12 participants who show the greatest promise of academic success and who appear to occupy positions that seem most likely to provide leverage for the reform of social studies in their countries. The admissions committee will admit only those who seem likely to succeed. After the first 12 are selected, the remaining admissible candidates will be placed in rank order on an "alternate" list so as to be eligible to substitute for one of the 12 should a participant previously selected be forced to withdraw prior to the start of the program.

Extra-curricular aspects. A portion of the success of the 1987 summer workshop can be attributed to a wide range of extra-curricular programs provided the participants. These included home stays, travel to nearby museums and cultural exhibits, visits to schools, a week-long tour to Philadelphia and Washington, D. C., and other activities. Such programs can also add substantially to program expenses.

One major trip is planned for the participants. This trip, to occur in November, 1988, will take the participants by bus to Orlando, Florida, where they will attend the annual meeting of the National Council for the Social Studies. This meeting brings together approximately 5,000 social studies leaders and teachers from all parts of the nation. The African participants will be able to attend meetings, meet American experts, share their own knowledge of social studies teaching in Africa, and visit an extraordinary exhibit of social studies instructional materials produced by commercial publishers for use in American schools. Incidentally, they will also have an opportunity to see a slice of American life as they travel by bus to Florida and to visit Disney World while they attend the convention.

While the trip described above is the main extra-curricular item in the budget, many other activities are planned. They include home stays with

Bloomington faculty, visits to schools, attendance at cultural events and athletic contests, special receptions, recognition of national holidays, and so on.

All of the participants will be housed in single rooms in the same graduate student dormitory where they can eat their meals, except Sunday night, if they wish. This dormitory also has special lounges that can be scheduled for meetings, recreation, and parties. Indiana University has very active international clubs where the participants will be welcome. Many of these clubs also arrange special events.

The participants will have bus passes that will enable them to move freely around the campus and from their dormitory to shopping centers. They will not require special transportation in Bloomington. Trips outside of Bloomington will require renting vans, buses, or automobiles. These vehicles will either be contributed by hosts or the University or provided within the budget.

Key People

Howard D. Mehlinger, Professor of Education and History and Dean of the School of Education, will direct the Project. Mehlinger has lectured in Africa and been a consultant to African colleges, universities, and ministries of education on topics associated with African social studies. In 1977 he was President of the National Council for the Social Studies and is a member of the National Commission on the Social Studies that is engaged in a major re-examination of social studies in American schools. (See his vita in the appendix for further details.) Mehlinger will serve as the director of the project and co-teach S501-502 along with Merry Merryfield. All of his time is contributed by the University.

Merry Merryfield will serve as co-director with principal responsibility for day-to-day details. She will co-teach S501-502 and also assume primary responsibility for an additional course in Education. Merryfield is a specialist in African social studies. She has taught geography in Sierra Leone and participated in ASSP meetings in Africa. (See her vita for further details.) Her dissertation focused on social studies in three African nations: Nigeria, Kenya, and Malawi. She spent 12 months observing social studies instruction in African primary schools and teacher colleges and has worked closely with ministry of education officials, curriculum developers, district education officers, and inspectors. Her dissertation was the first research study of the pan-African social studies movement. Merryfield is budgeted 50% of her time to the project.

Fred Risinger is the advisor for the Master of Arts in Teaching Social Studies degree. He is also the Associate Director of the Social Studies Development Center and of the ERIC Clearinghouse on Social Studies/Social Science Education. Risinger has vast experience as a social studies teacher, consultant, and textbook author. He is a recent member of the Board of Directors of the National Council for the Social Studies. (See his vita for more details.) All of his time as MAT advisor will be contributed by the University.

John Patrick is Professor of Education, Director of the Social Studies Development Center, and Director of the ERIC Clearinghouse on Social Studies/Social Science Education. Patrick is a distinguished leader in social studies. (See his vita for details.) The project will be housed with the Social Studies Development Center. Patrick will contribute his time as an occasional lecturer and as an oversight administrator of the project.

James Barth is a Professor of Social Studies Education at Purdue University. He is an acknowledged leader in American social studies; he currently serves as President of the Indiana Council for the Social Studies. He also has considerable experience in Africa. He most recently edited the Audio-Visual Handbook published by the Malawi Institute of Education in 1987. (See his vita for further details.) Barth will contribute his time as a lecturer in the program.

Peter Muyanda-Mutebi is the Executive Secretary of the African Social Studies Programme. The original idea for this program was his. He is a distinguished educator and the moving force behind the reform of social studies in Africa. (See his vita for details about his career.) Muyanda-Mutebi will publicize the program among ASSP member nations, nominate candidates, and follow-up with candidates following their return. He will also participate as a lecturer at some point in the year. All of his time will be contributed by ASSP.

Various faculty. It is not possible to list names of all of the faculty who will participate, as the courses to be taken by each participant will be selected according to their own needs, interests, and backgrounds. Briefly, all of the faculty in the history and social science departments of Indiana University-Bloomington are potential contributors.

Institutional Strengths

The program will have an opportunity to take advantage of a wide range of institutional strengths. Among the foremost of these strengths is Indiana University's reputation and experience in international studies generally. (See attached report, A World View, for an account of the University's international activities.) Other assets include the School of Education, the Social Studies Development Center, the African Studies Program, and the African Social Studies Programme. Each are described briefly below.

School of Education. The Indiana University School of Education was established in 1908. Over the past 80 years it has grown to a faculty of 240 people spread over 8 Indiana University campuses. Each year it prepares nearly a third of all new teachers for Indiana schools and offers a full range of advanced graduate programs. The School of Education consistently appears among the top ten of all schools and colleges of education in the nation. Some of its specialized programs are recognized as the very best in the country. A study published recently by the National Association of

Secondary School Principals found the School of Education to be first among schools of education influencing educational reform in American schools.

The School of Education has considerable experience in international studies. Approximately 150 international students are currently pursuing degrees in the School of Education. The School has directed USAID institutional development projects in Thailand, Afghanistan, and Nigeria. At the present time, it manages an overseas center in China and participates in faculty exchange and joint research projects in Japan and Thailand.

In the field of social studies few, if any other, universities can match the number of distinguished faculty it employs. Three have served as President of the National Council for the Social Studies. Appendix C contains a copy of the 1986-87 Annual Report of the School of Education. It may be studied for more information about the School.

The Social Studies Development Center. The Social Studies Development Center (SSDC) is a multi-faceted organization sponsored by the College of Arts and Sciences and the School of Education. Founded in 1968, it conducts research, develops instructional materials, diffuses innovative practices, and promotes cooperation among groups with skills and resources needed to improve education in social studies. Following are three of its current activities:

-- ERIC Clearinghouse for Social Studies/Social Science Education, supported by the U.S. Department of Education, provides up-to-date information for research scholars and teachers about practices, programs and materials in the social studies.

-- James Madison Fellowship Program, sponsored by the American Historical Association and the American Political Science Association, brings 50 of the most outstanding teachers of history and geography to Indiana University each summer to study the American Constitution.

-- Midwest Program for Teaching about Japan is a three-year project aimed at improving teaching about Japan in eight midwestern states.

African Studies Program. The African Studies Program at Indiana University has long been recognized as one of the nation's leading language and area studies centers for the interdisciplinary study of Africa. Continued generous support from the U.S. Department of Education, from Indiana University, and from various government agencies and private foundations has enabled the African Studies Program to sustain and enhance an extensive range of academic and public service activities and ambitious programs in teaching and in local, regional, and national outreach. The prominence of the Program is based on four complementary components.

First, is a distinguished faculty in 14 academic disciplines and 5 professional schools with extensive publications and a commitment to excellence in teaching over 200 Africa-related courses. Almost all have had research experience in Africa, have played a significant role in organizing and participating in major international conferences, many are considered preeminent in their respective fields, and two currently hold distinguished chairs at Indiana University. In the past several years they have published over two dozen books and numerous articles and currently have as many books and articles in press or in preparation.

Second, is the recruitment of outstanding undergraduate and graduate students specializing in African Studies. Annual undergraduate enrollments exceed 1,000. Since 1966 African Studies students have received 325 National Resource Fellowships (formerly FLAS and NDFL) for the study of over 20 African languages and a significant number of those students subsequently received major research grants in support of doctoral research in 25 African countries.

Third, is the very generous assistance from federal and private agencies so crucial in sustaining and continuing development of our teaching, academic, public service, and outreach activities. Indiana's African Studies Program has received support from the United States Department of Education since 1965. During this same period, the program and its faculty have also received grants and fellowships from, among others, the National Endowment for the Humanities, the National Endowment for the Arts, the United States Information Agency, the Department of Health, Education and Welfare, the Ford Foundation, the Rockefeller Foundation, the Lilly Endowment, the Cummins Engine Foundation, the Social Science Research Council, the National Science Foundation, UNESCO, and the Indiana Committee for the Humanities.

Last, but not least, is Indiana University's comprehensive support of the African Studies Program through faculty and staff salaries, student assistantships and fee remissions, library staff salaries and acquisitions budget, etc. The total Indiana University commitment which also includes gifts and purchases, sabbatical leave salaries, small grants, summer support, and acquisitions and staff salaries for special collections remains close to 90% of the operating budget. Department of Education funds in particular continue to make the difference between a basic level of operation and a program of excellence.

It is this combination of faculty and students who have distinguished themselves through their teaching, research awards, publications and related professional activities and federal and private philanthropic support which has enabled the development of a renowned language and linguistics program, produced one of the strongest programs in African arts and humanities in the United States, and has assembled great disciplinary strength in the social sciences and professional schools.

The African Social Studies Programme (ASSP). ASSP is a non-political, non-profit, inter-governmental professional organization established to develop, maintain, strengthen, and expand the teaching of social studies among member African nations. The current member states are Botswana, Ethiopia, the Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Nigeria, Sierra Leone, Somalia, Sudan, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe.

ASSP headquarters is in Nairobi, Kenya; the Executive Director is Peter Muyanda-Mutebi.

Each member country of ASSP has a coordinating institution and a national coordinator appointed by the Ministry of Education. Each member state is granted a place on the Coordinating Committee. A six-member, elected Executive Committee provides general direction for the organization.

ASSP exists to promote social studies teaching in Africa. Its co-sponsorship of the Indiana University master's degree program ensures that the program will have the maximum possible impact on the African nations represented by ASSP.

APPENDIX C.

Timeline

ASSP-1 TIMELINE

	1988
Proposal submitted	February 11
Proposal accepted	May 15
Selection process	June-July
Acceptance letters sent	July 27
Arrivals begin	August 15
Orientation	August 19-28
First (Fall) Semester	
Classes begin	August 29
Welcome Reception	October 7
NCSS trip	November 17-22
Thanksgiving recess	November 22-27
Last day of classes	December 10
Examinations	December 12-16
Winter vacation	December 16, 1988- January 8, 1989
	1989
Second (Spring) Semester	
Classes begin	January 9
Spring recess	March 11-19
Last day of classes	April 29
Examinations	May 1-5
IU Graduation Ceremony	May 6
Summer Session I	
Classes begin	May 9
Classes end	June 15
Summer Session II	
Classes begin	June 16
Classes end	August 11
Graduation Banquet	August 4

Re-Entry Session	August 5
Departure preparation	August 11 -- departure date
Departures (staggered)	August 10, 12, 13, 14, 16, 17
For Lydiah Moka:	
Classes begin	August 28
NCSS trip	November 12-13
Thanksgiving recess	November 21-26
Last day of classes	December 9
Examinations	December 11-15
Re-Entry discussion	December 18
Departure	December 20
	1990
IU billing clearance	January 1-March 31
Contract end	March 31
Request to transfer remaining ASSP-1 funds to ASSP-2 accounts	May 16
Funds returned from unused ticket (Luswata)	August, 1990-January, 1991
Request to transfer funds denied	November 21
	1991
Fiscal Status Report	February 14
Final Report	June

APPENDIX D.

Selection of Information Sent to USIS Posts

Application Form

rev. summer 1988

Indiana University

International Application for Admission

Office of Admissions Bloomington, Indiana 47405, U.S.A.

Please print or type.

Indiana University is an Equal Opportunity/Affirmative Action institution.

This application is to be filled out by all non-United States citizens and those educated in countries other than the United States who wish to study in any division of Indiana University at any level—whether candidate for a degree or not. All information except the signature should be typed or printed plainly. Please consult the *Educational Opportunities* pamphlet while completing this application. If you do not have a copy, please request one from the Office of Admissions.

Applications must be complete, including supporting documents, by the following dates:

Proposed Entry Semester	**Application Deadline**
June and August	February 15
January	October 15

NOTE that some programs fill before the above deadlines.

Application fee: A nonrefundable application fee of $35 is required of every applicant. A check or money order should be enclosed when returning the application form.

If you have a **U.S. Social Security Number,** enter it here.* ☐☐☐ ☐☐ ☐☐☐☐

Sex Please check one.
☐ Female
☐ Male

Proposed Entry Date: Month (Aug., Jan., or June) ____________ Year ____

A. PERSONAL DATA

1. **Your full name** ______________________________
(Last-Family) (First-Given-Personal) (Middle or Maiden)
(Use the name as written here in all correspondence.)

2. **Present address** ______________________________
(Street and number) (Town or city) (Province) (Postal Code) (Country)

3. **Permanent home address** ______________________________
(Street and number) (Town or city) (Province) (Postal Code) (Country)

4. **Place of birth** ____________ Date of birth (Western calendar) ____________ Citizenship ____________
(City or state and country) (Month, day, year) (Country)

5. Name subject in which you expect to specialize or undertake research ____________
Review our pamphlet *Educational Opportunities* for a listing of major subjects available at each degree level.

6. How long do you plan to stay at Indiana University? ____________ Will you be a candidate for a degree? ____________
If so, what degree? ____________

7. **If you are already in the United States,** you are required to answer the following questions fully:
   - **(a)** On what date did you enter the U.S.? ____________ Telephone Number (______) ____________
   Area Code
   - **(b)** Type of visa you now hold: Student (F) ____ ; Exchange Visitor (J) ____ ; Government Official ____ ; Other (specify) ____
   - **(c)** If you hold an F visa, what institution issued the Form I-20 on which you received your visa? ____________
   - **(d)** If you hold a J visa, please answer the following:
   Who is the sponsor? ____________ Program Number ____________
   Have you permission from the sponsor to transfer here if accepted for admission? ____________
   - **(e)** Why do you wish to transfer schools? ____________

8. (Optional) Name and address of one other person in the United States who should receive copies of correspondence concerning your application should mail delivery to you be disrupted.
____

*Those students who do not possess a U.S. Social Security number will be assigned a nine-digit Indiana University student number.

BEST COPY AVAILABLE

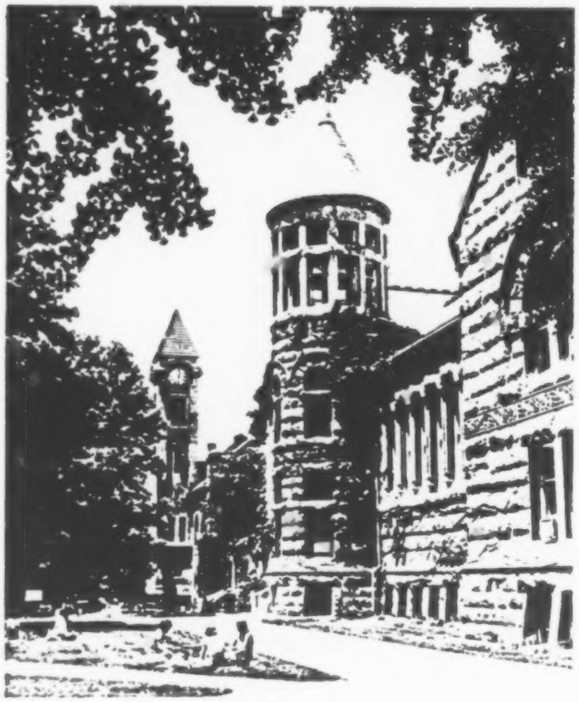
MASTER OF
ARTS FOR
TEACHERS OF
SOCIAL
STUDIES

Indiana University, Bloomington

national Services, Walb Memorial Union, Room 118, Fort Wayne, IN 47805. Students at Indiana University at South Bend may seek assistance from the Office of International Programs, Northside Hall, Room 320, South Bend, IN 46334. International students enrolled at the other campuses may contact the Office of Admissions on their respective campuses.

Disabled Student Services. The Disabled Student Services staff provides services and referrals for students with physical, hearing, visual, and learning disabilities. Physically disabled students may receive information about wheelchair accessibility, handicapped parking, transportation on a lift-equipped bus, attendant referral, registration assistance, and elevator keys. Students with learning disabilities can get readers, tutors, taped texts, and test proctoring. Hearing impaired students can get note-takers, tutors, and referral for interpreters. FM amplification systems are also available for use in classes. Students with visual impairments may receive readers, orientation and mobility training, test proctors, and assistance in ordering taped textbooks. For more information, contact Disabled Student Services, Franklin Hall 096, Indiana University, Bloomington, IN 47405. Questions about disabled student services on other IU campuses should be directed to the Office of Admissions at that campus.

Affirmative Action. Indiana University is an Affirmative Action/Equal Opportunity institution.



Student Building and Maxwell Hall, Bloomington

Indiana University Bloomington

Educational Opportunities

This pamphlet is especially designed for the person who is not a United States citizen.

July 1988
(Supersedes pamphlet published August 1987)

Office of Admissions
Bloomington, IN 47405 U.S.A.
Cable address: INDVERS
Telex number: 272279

APPENDIX E.

Participant Information

PERSONAL DATA ON PARTICIPANTS

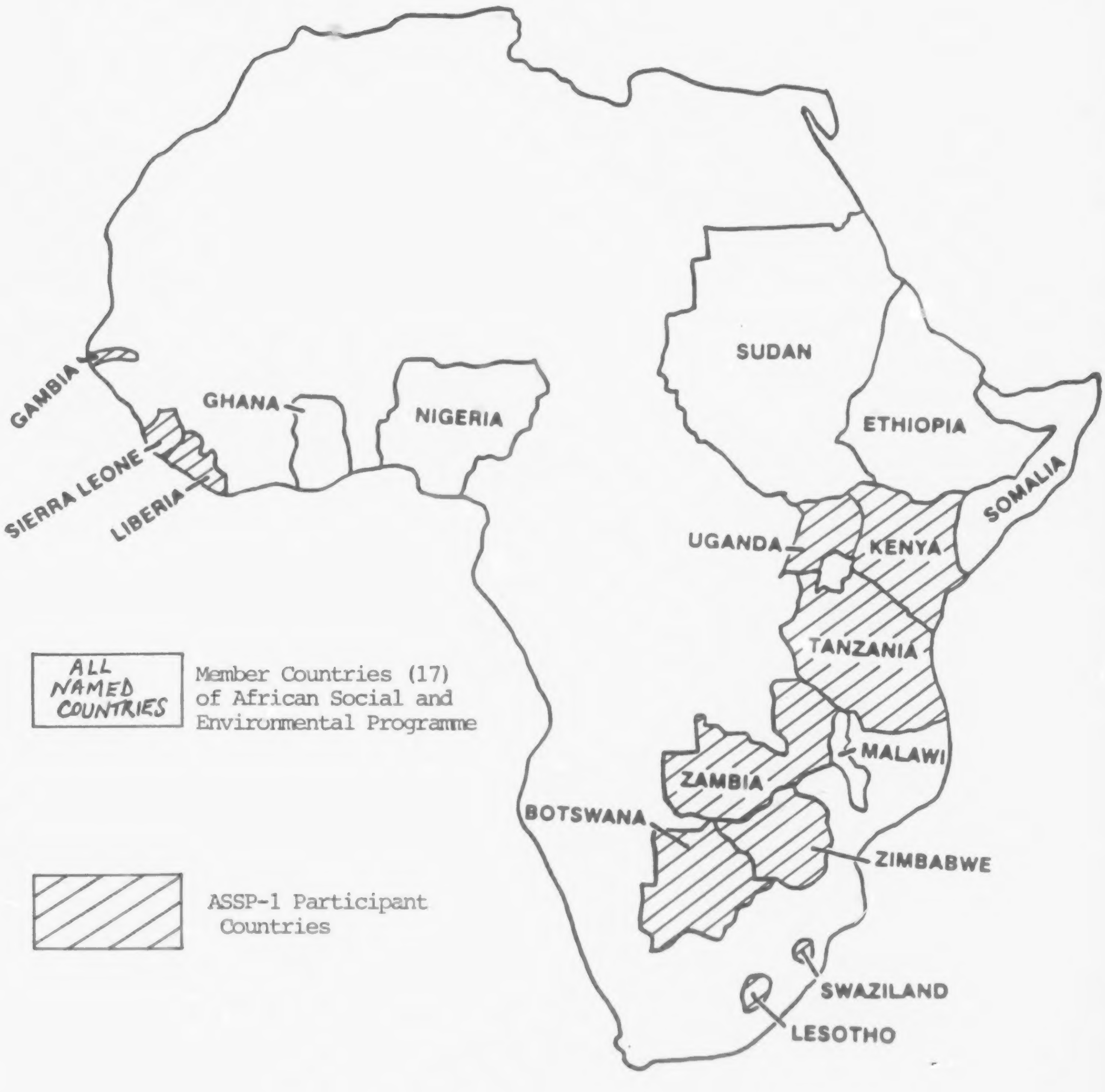
ASSP-1

NAME	COUNTRY	AGE	TITLE	*	#
Allen, William	Liberia	35	Ass't. Instr., Coll.	X	X
Jammeh, Nuhu	The Gambia	41	Rsrch/Eval Officer	X	X
Kapansa, Kenneth	Zambia	34	Univ. Lecturer	X	X
Luswata, Rita	Uganda	29	Head, Coll. Econ. Dpt.		
Magagula, Cranmer	Swaziland	50	Sr. Sch. Inspector	X	X
Manley, Margaret	Sierra Leone	48	Curr. Dev. Officer		
Mbunda, Alois	Tanzania	46	Curr. Dev. Officer	X	X
Moka, Lydiah	Kenya	35	Schl. Inspector/SS+		
Molwane, Andrew	Botswana	30	Geography Teacher		
Ramakatane, Adel	Lesotho	35	Primary Teacher	X	X
Tamale, Maurice	Uganda	32	Teacher Educ. Instr.	X	X

* Married
# Children
+ Social Studies

NOTE: Fulgentio Masimba from Zimbabwe elected to return home shortly after arriving in the United States.

ASSP-1 PARTICIPANT COUNTRIES


GAMBIA
SIERRA LEONE
LIBERIA
GHANA
NIGERIA
SUDAN
ETHIOPIA
SOMALIA
UGANDA
KENYA
TANZANIA
MALAWI
ZAMBIA
BOTSWANA
ZIMBABWE
SWAZILAND
LESOTHO
ALL NAMED COUNTRIES
Member Countries (17) of African Social and Environmental Programme
ASSP-1 Participant Countries

APPENDIX F.

M.A.T. Program Outline and List of All Courses Taken by M.A.T. Participants

MASTER OF ARTS FOR TEACHERS OF SOCIAL STUDIES

M.A.T. (Social Studies) Degree - Outline

I. School of Education Courses

A. Required Courses

1. S501 - Seminar for Social Studies Teachers I
2. S502 - Seminar for Social Studies Teachers II
3. S519 - Advanced Study in the Teaching of Secondary School Social Studies

B. One Elective

II. Graduate School Courses

Anthropology, Economics, Geography, History, Political Science, Psychology, and/or Sociology

A. Major Subject: ______________________________

1. Elective
2. Elective
3. Elective
4. Elective

B. Minor Subject I: ______________________________

1. Elective
2. Elective

C. Minor Subject II: ______________________________

1. Elective
2. Elective

Total: 12 Courses

M.A.T. (SOCIAL STUDIES) Degree - All Courses Taken

ANTH: Anthropology Department
CSPI: Computer Science Department
ECON: Economics Department
EDUC: School of Education
GEOG: Geography Department
GRAD: Graduate School
HIST: History Department
POLS: Political Science Department
PSY: Psychology Department
SOC: Sociology Department

ANTH E405 - Principles of Social Organization

ANTH E430 - Kinship Organization

ANTH E440 - Political Anthropology

* CSPI A200 - Computer Literacy

ECON E311 - Modern Asian Economic History

ECON E483 - Population Change and Development

ECON E495 - Economic Development

ECON E591 - Economic Development and Growth

ECON E592 - Economic Development of Less Developed Countries

* EDUC F500 - Instructional Strategies

EDUC M514 - Workshop in Social Studies Education

EDUC P510 - Psychology in Teaching

EDUC S519 - Advanced Study in the Teaching of Secondary School Social Studies

EDUC Y535 - Evaluation Models and Techniques

GEOG G315 - Environmental Conservation

GEOG G320 - Population Geography

GEOG G423 - Geography of Eastern Europe

GEOG G427 - Geography of Soviet Union

GEOG G428 - Geography of Western Europe

* Extra courses taken by Lydiah Moka to maintain residency for finishing incompletes caused by earlier health problems.

GEOG G500 - Research Problems in Geography

GEOG G501 - College Teaching in Geography I

GEOG G813 - Seminar in Political Geography

GEOG G830 - Readings in Geography

GRAD S501 - Seminar for Social Studies Teachers I

GRAD S502 - Seminar for Social Studies Teachers II

HIST A301 - American Colonial History I

HIST A302 - American Colonial History II

HIST A313 - Origins of Modern America

HIST A345 - American Diplomatic History I

HIST E329 - Islam in North Africa, 700 - 1900 AD

HIST E431 - History of Africa I

HIST E432 - History of Africa II

HIST E434 - History of Western Africa

HIST T325 - Topics in History

HIST T425 - Topics in History

HIST T426 - Topics in History

POLS Y338 - African Politics

POLS Y343 - Development Problems in the Third World

POLS Y362 - International Politics of Selected Regions

POLS Y382 - History of Political Theory II

POLS Y384 - American Political Ideas II

PSY P425 - Behavior Disorders of Childhood and Adolescence

SOC S312 - Sociology of Education

SOC S315 - Sociology of Work

SOC S338 - Sociology of Gender Roles

SOC S410 - Topics in Social Organization

SOC S495 - Individual Readings in Sociology

SOC S864 - Readings in Sociology

APPENDIX G.

M.S. Program Outline and List of All Courses Taken by M.S. Participants

MASTER OF SCIENCE IN EDUCATION

M.S. (Social Studies) Degree - Outline

I. School of Education Courses

A. General Curriculum

J500 - Instruction in Context of Curriculum

B. Special Program Area Basic Course

S519 - Advanced Study in the Teaching of Secondary School Social Studies

C. Specialized Studies

1. M514 - Workshop in Social Studies
2. S503 - Secondary School Curriculum
3. S501 - Seminar for Social Studies Teachers I
4. S502 - Seminar for Social Studies Teachers II

D. Foundational Areas and Inquiry Skills

Elective - chosen from among 12 specific courses

E. Practicum

1. M680 - Internship, Social Studies Education
2. M680 - Internship, Social Studies Education

II. Graduate School Courses

Anthropology, Economics, Geography, History, Political Science, Psychology, and/or Sociology

1. Elective
2. Elective
3. Elective

Each from a different department

Total: 12 Courses

M.S. (SOCIAL STUDIES) DEGREE - ALL COURSES TAKEN

EDUC: School of Education
GEOG: Geography Department, College of Arts and Sciences
GRAD: Graduate School
SOC: Sociology Department, College of Arts and Sciences

EDUC J500 - Instruction in the Context of Curriculum

EDUC M514 - Workshop in Social Studies Education

EDUC M680 - Internship, Social Studies Education

EDUC P510 - Psychology in Teaching

EDUC S503 - Secondary School Curriculum

EDUC S519 - Advanced Study in the Teaching of Secondary School Social Studies

GEOG G315 - Environmental Conservation

GEOG G427 - Geography of the Soviet Union

GRAD S501 - Seminar for Social Studies Teachers I

GRAD S502 - Seminar for Social Studies Teachers II

SOC S312 - Sociology of Education

SOC S410 - Topics in Social Organization

APPENDIX H.

Syllabus and Related Materials for S501

S501: GRADING SYSTEM

Semester: Fall 1988

Instructors: Howard D. Mehlinger
Deborah S. Hutton

Textbook: Mehlinger, H.D. (ed.).(1981). UNESCO Handbook for the Teaching of Social Studies. London: Croom Helm.

Meeting Time: Mondays - 6:30 - 9:00 pm

#	ACTIVITY	PROPORTION OF GRADE	DUE
1.	Participation/Attendance	10	
2.	Reflective Journal	10	every few weeks
3.	Mini-papers (1-3 pages)	30	
	a) Definition of Social Studies: Scope and Sequence		Sept. 26
	b) Definition of Social Studies: What One Professor Thinks		Oct. 17
	c) Definition of Social Studies: Observations in a School/Classroom		
	d) Reaction paper: MCCSC Community Goal Setting & Board Meeting		Oct. 10
	e) Farm Visit: Observations and Reflections of a Social Studies Educator		Oct. 3
	f)		
	g)		
	h)		
4.	Presentation: "Social Studies & the Education System in ______________." -including a one-page synopsis	10	
5.	1988 NCSS Annual Meeting: Report & Analysis	10	Nov. 28
6.	Final Analysis Paper (take home exam) "US/Social Studies: Applications for ___________."	30	Dec. 16

S501 - SEMINAR FOR SOCIAL STUDIES TEACHERS I

Class Timetable for the Rest of the Semester/88

October 3rd
- debriefing farm visit
- debriefing MCCSC meeting
- discussion of process versus content in the social studies
- planning for professor interviews
- return of scope and sequence paper
- hand in farm guide

October 10th (Mehlinger)
- return of farm guide
- hand in reflective journals
- READ: 1. UNESCO textbook - chapter 2
  2. "Teaching Social Studies in Other Nations" - NCSS Bulletin 60 (eds. Mehlinger and Tucker): on reserve in Education Library
- hand in MCCSC paper
- discussion of social studies around the world
- possible guest speaker (international)

October 17th (Mehlinger)
- hand in professor paper
- discuss professors' definitions of social studies
- READ: 1. "Defining the Social Studies: An Exploration of Three Traditions" (by Barth and Shermis) and "Reactions" (by Barr)
- possible guest: Dr. Shirley Engle

October 24th
- 5 presentations: 1.
  2.
  3.
  4.
  5.

October 31st
- 5 presentations: 1.
  2.
  3.
  4.
  5.

November 7th
- Dr. Merry Merryfield
- whole evening on inquiry process
- readings to be announced

November 14th
- 1 presentation: 1.
- synthesis of presentations
- NCSS briefing
- hand in reflective journals

November 21st
- NCSS Annual Meeting in Florida

November 28th
- NCSS debriefing
- ????

December 5th
- hand in NCSS Report
- synthesis of the course: framework for US/social studies
- discussion: application of US/social studies to African nations
- receive instructions for take home exam

S501 - SEMINAR FOR SOCIAL STUDIES TEACHERS

Assignment 9/5/88

PAPER: Definition of the Social Studies I: Scope and Sequences

DUE: Monday, September 19, 1988

LENGTH: text - 2 to 3 pages title page - 1 page
bibliography - 1 page

FORMAT: typed, double-spaced, third person (formal) perspective, referenced, separate bibliography, separate title page, no section headings in text.

SECTIONS:

I. Introduction....................................1/4 page
  - "The purpose of this paper is...."; "Six scope and sequence approaches will be described...."; ...
  - one paragraph

II. Descriptions of Scope and Sequence Approaches.....1 page
  - one paragraph per approach
  - six approaches: one traditional and five alternative
  - be brief
  - summarize

III. So What is Social Studies?.......................1/2 page
  - as gleaned from examining six scope and sequence approaches, not what you think it is yourself, but what they say or imply that social studies is
  - synthesize; analyze

IV. Conclusion....................................1/4 page

V. Bibliography........................separate page

This assignment will be marked and returned to you personally in a private appointment with D.H. in the week following 9/19.

General Advice Regarding Papers

Introduction - Say what you're going to say in the body of the text.

Body of the Text - Say it.

Conclusion - Say it again!

S501 - SEMINAR FOR SOCIAL STUDIES TEACHERS I

PAPER: Reaction Paper: MCCSC Community Goal-Setting and Board Meeting

DUE: Monday, October 10, 1988

LENGTH: title page - 1 page
text - 2 to 3 pages

FORMAT: typed, double-spaced, first or third person, separate title page, section headings if desired

PURPOSE: The purpose of this paper is to report about the above mentioned meeting and to analyze it for its applicability to (your country).

SECTIONS:

I. Introduction
- purpose of the paper
- general information about the meeting

II. Description
- detailed information about the meeting: what processes were involved? what people were involved? how was it organized and facilitated?

III. Analysis
- your critique of the **process** and **content** of the meeting
- give reasons for your compliments or criticism: why? what evidence? what past experience?
- a minimum of three comments, positive or negative

IV. Application
- does this kind of meeting take place in your country?
- if so, how are they the same or different?
- if not, could they be used in your country? as a whole or in part? how? why(not)?

V. Conclusion
- summarize what has been said
- make your own concluding remarks

General Advice Regarding Papers

TITLE PAGES should include the following information, in a format that suits you:
- paper title
- your name
- professor's name
- course number
- university name
- semester (Fall, Spring, SummerI, II)
- year

S501 - SEMINAR FOR SOCIAL STUDIES TEACHERS I

PAPER: Definition of the Social Studies II: What One Professor Thinks

DUE: Monday, October 17, 1988

LENGTH: title page - 1 page
text - 2 to 3 pages

FORMAT: typed, double-spaced, first person narrative, separate title page, section headings if desired

PURPOSE: The purpose of this paper is to report and respond to an interview with an IU social studies professor. The interview is to be arranged between pairs of students and the professor involved. The interview need only be one half hour in length, as long as sufficient material is covered. The goal of the interview is to find out how this professor defines the social studies. Results of this interview will be in reported in writing and verbally on the date mentioned above.

SECTIONS:

I. Introduction
  - purpose of the paper
  - general data concerning the interview: when? who involved? purpose?

II. The Interview
  - what questions were asked?
  - what answers were given?
  - what other information or ideas were offered by the professor?

III. Your Response
  - first, to the interview process
  - second, to the interview content, in general
  - third, to the professor's definition of the social studies
  - for each comment that you make, positive or negative (the professors will not be seeing these), give reasons (i.e., critique the interview)

IV. Conclusion
  - summarize what has been said
  - include the professor's definition again
  - make your own concluding remarks

S501 - SEMINAR FOR SOCIAL STUDIES TEACHERS I

PRESENTATION: Social Studies and the Education System
in (your country)

DUE: Monday, October 24, 1988
Monday, October 31, 1988
Monday, November 14, 1988

PURPOSE: The purpose of this presentation is twofold. First, it is to inform the class, including instructors, about the educational context in which you work and for which you will be analyzing US/social studies throughout the year. Second, it is for you to describe your educational and social studies context, clearly and concisely, before having to produce a written analysis which will based upon it.

LENGTH: presentation - 25 minutes (20/present; 5/answer questions)
handouts - 1 page - diagram of education system
- 1 page minimum - synopsis of presentation in outline or point form

FORMAT: Each person will make their presentation to the class, using whatever aids they choose. If received in sufficient time, Deb will make multiple copies of all handouts. Otherwise the presentor is responsible for providing copies.

Because time is tight for eleven presentations, they will be stopped at 20 minutes in order to allow time for a few questions. You will need, therefore, to plan a concise presentation. The outline that you produce should help.

INFORMATION REQUIREMENTS:

I. Educational Structure and Description
  - a diagram would be most helpful
  - what are the different levels? what are they called?
  - what are the requirements to move on to the next level?
  - what are the dropout and promotion rates?
  - what percentage of each graduating class move on to the next level?
  - what are the differences between urban and rural education: courses? quality? facilities?
  - describe the curriculum, examination system, ...

II. Teacher Education
- what training do teachers receive?
- how are teachers chosen?
- is there any in-service training for teachers? what kinds?
- who trains teachers? how are they chosen?
- other relevant information

III. Social Studies
- does it exist as such?
- if not, are there plans for it, since you are here? why hasn't it existed or why might social studies be introduced?
- if so, how old is it? what does it "look like" in your country?
- who plans, teaches, trains, writes curriculum, etc. for the social studies?
- in what grades is it taught?
- what training do teachers receive?
- what textbooks are used?

IV. Other Information (not required)
- whatever you judge to be useful and/or interesting

H. Mehlinger
D. Hutton

S501 **TAKE HOME EXAM** December 1988

Due: Friday, December 16 by 5:00 PM at the latest in the hand or SSDC mailbox of D. Hutton

TITLE: "White Paper: The Role of Social Studies in __________."

SCENARIO:

You have finally completed your MAT/Social Studies degree and have recently arrived back home. One day, the mail includes a memo to you from the Minister of Education. S/he is anxious to benefit from your studies and experiences abroad and requests that you write a white paper for wide distribution. This paper is to explain social studies education and the significant role that it can play in the future of your country. Clearly, the Minister of Education is looking to you for ideas and guidance!

SECTIONS:

1. Introduction
2. Context: economic, political, social, educational, demographic
3. Curriculum situation today in your country
4. What has been learned about social studies this semester that would help you (using sources, class discussions, NCSS, etc.) promote social studies at home
5. Make a proposal regarding what should be done in your country to promote social studies
6. Conclusion

REQUIREMENTS:

1. Typed or handwritten
    - a) Typed - double-spaced, one side of page only
      - 7 to 10 pages
    - b) Handwriting - LEGIBLE
      - every other line, one side of page only
      - 14 to 20 pages
2. Complete references (internal or footnotes)
3. Complete bibliography (including interview information if relevant)
4. Title page
5. Formal perspective
6. Source material
    - a) Must cite at least 5 references from S501 sources (see list below)
    - b) Use any other sources as desired

S501 SOURCES:

1. Scope and sequence articles
2. "Decision-Making: The Heart of Social Studies Instruction"
3. "Defining the Social Studies: An Exploration of Three Traditions"
4. Professor interview
5. UNESCO Handbook - Chapter 2
6. Social Studies in Other Nations
7. MCCSC Goal Setting Meeting and/or Guidebook
8. NCSS Annual Meeting - materials or presentations
9. Country presentations by class members
10. Class discussions/activities

APPENDIX I.

Syllabus and Related Materials for S502

S502 - Seminar for Social Studies Teachers II

H.D. Mehlinger
D.S. Hutton

Spring 1989
Fridays 9:00 - 11:30a.m.
Woodburn Hall 204

Office Hours

Smith Research 118/120
335-3838
331-1019
Anytime, by appointment

Required Textbooks

1. Kissock, C. (1981). Curriculum Planning for Social Studies Teaching. New York: John Wiley & Sons.
2. Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press.

Additional Textbooks

1. Eisner, E.W. (1979). The Educational Imagination. New York: Macmillan.
2. Mehlinger, H.D. (ed.). (1981). UNESCO Handbook for the Teaching of Social Studies. London: Croom Helm. (Part Two)

Grading

1. Attendance/Participation	10%
2. Assignments	15%
3. Midterm Exam	25%
4. Curriculum Project	50%
	100%

S502 - Seminar for Social Studies Teachers II

Spring 1989

H.D. Mehlinger
D.S. Hutton

CLASS TIMETABLE

1. Jan. 13/89 - Introduction to S502
2. Jan. 20/89 - Tyler's Ideas
   Read: Basic Principles of Curriculum and Instruction
3. Jan. 27/89 - Kissock's Model - Introduction
   Read: Curriculum Planning for Social Studies Teaching: A Cross-cultural Approach, Chapter 1
4. Feb. 3/89 - Kissock Presentations - Chapters #2,3,4
5. Feb. 10/89 - " " - Chapters #5,6,7
6. Feb. 17/89 - " " - Chapters #8,9,10
7. Feb. 24/89 - " " - Chapters #11 & finish Kissock model
8. Mar. 3/89 - Eisner's Ideas
   Read: The Educational Imagination, Chapters 4,5,9
9. Mar. 10/89 - Preliminary discussions of curriculum development projects - roundtable format
10. Mar. 24/89 - same as above
11. Mar. 31/89 - Barths: Making Teaching Resources from Indigenous Materials
12. Apr. 7/89 - ICSS Convention, Muncie, IN
13. Apr. 14/89 - Bennett: Teaching in a Multicultural Classroom and Teaching Teachers About It
14. Apr. 21/89 - Backler: Inservice Workshops for Social Studies Teachers
    - Ochoa: Pre-service Education for Social Studies Teachers
15. Apr. 28/89 - Patrick: Writing Social Studies Textbooks
    - Fortney: State Social Studies Curricula
    - Conclusion

Final Curriculum Development Projects Due: 4/28 - 5/5/89

Grades Due: Monday, May 8, 1989

S502 - Seminar for Social Studies Teachers II

Spring 1989

H.D. Mehlinger
D.S. Hutton

FINAL CURRICULUM DEVELOPMENT PROJECT

I. Due: Friday, April 28 to Friday, May 5, 1989

II. Content:

- i) Assumptions & Limitations
- ii) Context (your country)
- iii) Sections (10+)
  - a) one for each of Kissock's 10 stages
  - b) any others as you wish to create them
- iv) Bibliography

III. Physical Presentation:

- i) Creative - you need a vehicle for your ideas, a metaphor
- ii) Not just a "paper" - you need a physical frame for your curriculum ideas
- iii) Typed content
- iv) Formal perspective

APPENDIX J.

ICSS Presentation Materials

INDIANA UNIVERSITY

SOCIAL STUDIES DEVELOPMENT CENTER
2805 East Tenth Street
Bloomington, Indiana 47405
(812) 335-3838

ERIC

Lessons from Africa

A Supplement to Middle School Courses in World Cultures, Global Studies, and World Geography

Chairperson: Deborah S. Hutton

Presentors: Rita Luswata (Uganda)
Lydiah Moka (Kenya)
Adel Ramakatane (Lesotho)
Maurice Tamale (Uganda)

Indiana Council for the Social Studies
Muncie, Indiana
April 8, 1989

INDIANA UNIVERSITY

SOCIAL STUDIES DEVELOPMENT CENTER
2805 East Tenth Street
Bloomington, Indiana 47405
(812) 335-3838

ICSS
Muncie, Indiana
April 8, 1989

LESSONS FROM AFRICA

AGENDA

Introduction	Deborah Hutton	10 minutes
Presentation #1*	Lydiah Moka Lesson #2	20 minutes
Presentation #2	Maurice Tamale Lesson #4	20 minutes
Presentation #3	Rita Luswata Lesson #4	20 minutes
Presentation #4	Adel Ramakatane Lesson #9	20 minutes
Question & Answer Period		25 minutes
		1 hr. 55 min.

* Presentation - includes a sample lesson as well as comments about what American students should know or understand about Africa, as a whole continent, or about specific countries

9:30-11:25 a.m.
Room 208 "Pineshelf"

APPENDIX K.

Personnel Duties and Bio-Data

PERSONNEL DUTIES AND BIO-DATA

Duties

Director (10% time) -- Oversee all activities of the project; account manager; co-teach S501 and S502 courses.

Training Coordinator (1/2 time) -- Plan all activities; oversee budget details; coordinate project personnel; co-teach S501 and S502 courses; escort all trips; troubleshoot for the project.

Project Assistant (1/2 time) -- Secretarial work; keep account records; make arrangements for all support services; airport (and other) pickups; order birthday cakes; many other varied tasks.

Liaison (1/4 time) -- Explain the Bloomington community or IU academic system to the participants; explain cultural needs and norms of the participants to the personnel; troubleshoot for the participants; meet with the group as needed; be available for telephone consultation; guide shopping trips.

Bio-Data

Howard Mehlinger -- Director, ASSP-1. Howard Mehlinger is a Professor of Education and History, and Director of the Center for Excellence in Education at Indiana University. He has lectured in Africa and has been a consultant to African colleges, universities, and ministries of education on topics associated with African social studies. In 1977 he was President of the National Council for the Social Studies and is a member of the National Commission on the Social Studies that is engaged in a major re-examination of social studies in American schools. Mehlinger served as director of the project and co-taught S501-502. All of his time was contributed by the University.

Deborah Hutton -- Training Coordinator, ASSP-1. Ph.D. student, curriculum and Instruction; Major: Social and Global Studies; Minor: East Asian Studies; Canadian Citizenship; Research or Project Assistant for: Strengthening Social Studies Education in Africa, US-USSR Soviet Textbook Project, Internationalizing Teacher Education, and IU-Hangzhou Exchange Program; taught 3 years in Canada; lived in China (PRC) for four months and Europe for nine months.

Nita Levison -- Project Assistant, ASSP-1. Mature undergraduate (junior); lived in South America for three years; lived in China (PRC) for four months; extensive work with international students at IU.

Julia Duany -- Liaison, ASSP-1. Ph.D. student, Higher Education and School Administration; citizen of Sudan; lived in Bloomington for five years with five children and Ph.D. student husband; completed her Master's Degree at IU in Social Studies Education; taught in Sudan.

APPENDIX L.

Participants' Graduating Grade Point Averages (GPA's)

PARTICIPANTS' GRADE POINT AVERAGES (GPAs)

ASSP-1

NAME	COUNTRY	DEGREE	LETTER GRADE EQUAL	FINAL GPA ON 4.0 SCALE
Allen, William	Liberia	MAT	B+	3.58
Jammeh, Nuhu	The Gambia	MAT	B	3.14
Kapansa, Kenneth	Zambia	MAT	B+	3.62
Luswata, Rita	Uganda	MAT	B+	3.49
Magagula, Cranmer	Swaziland	MAT	B+	3.62
Manley, Margaret	Sierra Leone	MAT	B+	3.63
Mbunda, Alois	Tanzania	MAT	B+	3.50
Moka, Lydiah	Kenya	MAT	B+	3.38
Molwane, Andrew	Botswana	MS	A-	3.77
Ramakatane, Adel	Lesotho	MAT	B+	3.40
Tamale, Maurice	Uganda	MAT	B+	3.63
	ASSP-1 AVERAGE		B+	3.52

Academic Regulations

Grading System

Grades are awarded on the following basis:

A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Poor
D-	.7	
F		Unsatisfactory

APPENDIX M.

Orientation Activities and Distributed Materials

Orientation - Activities

August 1988

* am = morning
pm = afternoon
eve = evening

Date	am * pm eve	Activity
M15		- arrival - each participant individually guided into housing, to housing registration, and to the bank before left on their own acclimate with other participants and a map
F19	pm	- initial ASSP-1 Orientation meeting - introduction to program history, hierarchy, personnel, and the year's schedule; introduction to Indiana University; issuing to everyone course descriptions, class schedules for the Fall semester; handouts (eg. Bloomington churches)
S20	am +pm eve	- International Center orientation for new international students - welcome picnic at Nita Levison's home - make African dishes and do "get to know you" activities
S21	am +pm eve	- International Center orientation - pizza dinner at Mother Bear's
M22	am	- group and individual meetings with Fred Risinger, M.A.T. academic advisor, to plan whole program and choose courses for Fall semester
T23	am	- IU Graduate English Proficiency Test
W24	am pm	- IU Graduate English Proficiency Test - practice registration - reflections on being in the USA
T25	am +pm	- register individually as scheduled
F26	am	- welcome by Patrick O'Meara and Brian Winchester, Director and Associate Director of the African Studies Program - tour of IU main library and African collection by Nancy Schmidt, African Area Studies Specialist

F26	pm	- computer training - welcome by Jim Barth, professor of Social Studies, Purdue University
S27	am	- walking tour of Bloomington farmers' market, Monroe County Historical Museum, the downtown Courthouse Square, and the Kirkwood Avenue "strip"
S28	eve	- end-of-orientation dinner at Ashenda Ethopian Restaurant

Orientation - Distributed Materials

I. Prior to Departure from Africa

a) letter of welcome (see attached)
b) graduate residence hall information brochure
c) IU information sheet
d) Bloomington community information brochure
e) International Center "Welcome to I.U." brochure
f) "Suggestions for Things to Bring With You" list (see attached)
g) Bloomington campus 7-year academic calendar, marked for ASSP-1 (see attached)

II. Upon Arrival to Bloomington

a) map of campus
b) IU Halls of Residence dining service brochure
c) Halls of Residence typical week menu
d) IU Health Center brochure
e) Bank One "Student Checking Kit"
f) IU football game schedule
g) walking tours of Bloomington - 5 different tour brochures
h) 13 one-month calendar blanks
i) 10 - day orientation period calendar blank
j) IU International Center brochure
k) IU International Center orientation schedule
l) Graduate School Bulletin (course descriptions)
m) Collage of Arts and Sciences Bulletin (course descriptions)
n) School of Education Bulletin (course descriptions)
o) First (Fall) Semester, 1988-89, Schedule of Classes

INDIANA UNIVERSITY

SOCIAL STUDIES DEVELOPMENT CENTER
2805 East Tenth Street
Bloomington, Indiana 47405
(812) 335-3838

African Social Studies Program
ASSP/88

July 15, 1988

Dear

Congratulations on being accepted into the African Social Studies Program (ASSP/88) at Indiana University! Over the next twelve months you will complete a Master of Arts for Teachers of Social Studies degree and presumably acquire a healthy dose of Midwest American culture. We look forward to welcoming you on your arrival in Bloomington on or before August 18th and to developing significant personal and professional ties with you. We will do our best to make you feel at home here as students, to introduce you to a wide variety of cultural experiences, to challenge you academically, and to provide you with the most recent social studies information and tools available for your professional duties upon returning home.

To aid you in planning for your year here, we have enclosed a series of information sheets and brochures:

1. Welcome Guide - a very brief look at the city and surrounding area.
2. Bloomington Community Information - a more detailed description of many aspects of the city.
3. Welcome to Indiana University: Bloomington Campus- produced by the Office of International Services specifically for foreign students coming for the first time to I.U.
4. Indiana University: Some Quick Information - a single sheet to generally describe I.U.
5. Eigenmann Center - a description of your home for the next year, a graduate student dormitory.
6. Things to Bring - a list of items which you might give thought to bringing, generated by a friendly African graduate student and a bunch of us!
7. I.U. - Bloomington 7-Year Calendar

Regarding travel to Bloomington, it is our understanding that the USIA and the American Embassy will be arranging for your ticket, your travel money, and your visa. PLEASE, travel with these items, your passport, and any other significant documents on your person; do not send them in your luggage.

The USIA has been advised to fly you into the Indianapolis Airport because the Bloomington Airport is closed for runway repairs. Indianapolis is a one hour drive from Bloomington. Based upon information about your travel arrangements, we will make every attempt to meet your airplane. However, problems can arise. If you find yourself stranded at the Indianapolis Airport, here are some people and telephone numbers to call for assistance (telephone collect; it is a long distance call).

Deb Hutton
  0-812-335-3838 (office)
  0-812-331-1019 (home)
Nita Levison
  0-812-335-3838 (office)
  0-812-332-9692 (home)
Social Studies Development Office (8AM - 5PM)
  0-812-335-3838 (talk to anyone if Deb or Nita are not there)

So that you have a general idea of what to expect when you arrive in Bloomington in terms of events, here is a short list of a few of the major ones:

Orientation: Friday 19th to Sunday 28th
English Proficiency Testing: Monday 22nd to Wednesday 24th
Registration: Thursday 25th
Classes Begin: Monday 29th
Foreign Students' Reception: Friday September 2nd

During Orientation Week, you will be introduced to offices, buildings. libraries, many forms to fill out, places to eat, places to visit, banks and an automated cash access system, and an unlimited number of unfamiliar faces. We hope to do as much as possible to assure your comfort and welcome in this new environment, but it may seem to be overwhelming at first. It won't be long before you think that there are too many interesting things to do and not enough time in which to do them!

One last suggestion - before you leave home, give all of your family, friends, and colleagues a copy of your address here. Perhaps even give them pre-addressed postcards or envelopes, ready to send to you, to encourage them to write to you.

Give them the following address:
Your Name-print legibly
Eigenmann Hall
Bloomington, IN 47406
U.S.A.

Although formal admission has not yet been made by the graduate school because of time limitations, we anticipate no difficulties in that regard.

Again, congratulations on being accepted into the African Social Studies Program at Indiana University! We look forward to welcoming you to Bloomington in mid-August and hope that you have a safe journey here.

Sincerely,

Howard D. Mehlinger

Howard D. Mehlinger
Dean, School of Education
Director, ASSP

Deborah S. Hutton

Deborah S. Hutton
Training Coordinator, ASSP

DH/nl
Enclosures

SUGGESTIONS FOR THINGS TO BRING WITH YOU

1. Typical items of clothing from your country for the "African Evening" Program and other possible events.
2. Any small gifts you may wish to present during the year. We highly recommend typical hand made crafts.
3. Any special foods that are canned or in jars that you cannot live without and that you think will be unavailable.
4. Prescription medicine if it is less expensive only. Prescriptions/descriptions for medicine, even if you don't buy it at home.
5. Any item that is so much a part of your daily life that you want it with you here, too.
6. Typical weavings or cloth to decorate your dormitory room, to serve as a bedspread, etc.
7. Pictures of family and friends and favorite music, posters, knickknacks to help make your dormitory room more like home.
8. An extra pair of eyeglasses/contact lenses and the prescription for your glasses if you wear them.
9. Examples of your country's Social Studies curricula, textbooks, exams, etc. to compare and wwork with.
10. A tourist book about your country, inexpensive, but with photographs to show friends where you are from. Other country stuff, music, tapes, map, posters. Small musical instruments. Pictures of important ceremonies in your country. Naming ceremony, weddings, etc.

It is unnecessary for you to bring toiletries or school supplies. If you already own clothing for winter weather, please bring that with you. However, winter clothing is readily available and possibly less expensive here if you plan to purchase it.

If you intend to buy clothing for friends and relatives, bring their measurements with you, since sizes may not translate easily into American sizes.

BEST COPY AVAILABLE

Bloomington Campus 7-Year Calendar

(Tentative, subject to change)

First Semester	**Day**	**1988-89**	**1989-90**	**1990-91**	**1991-92**	**1992-93**	**1993-94**	**1994-95**
Classes begin	M	Aug. 29	Aug. 28	Aug. 27	Sept. 2	Aug. 31	Aug. 30	Aug. 29
Labor Day (classes meet)	M	Sept. 5	Sept. 4	Sept. 3	Sept. 2	Sept. 7	Sept. 6	Sept. 5
Thanksgiving Recess begins (after last class)	T	Nov. 22	Nov. 21	Nov. 20	Nov. 26	Nov. 24	Nov. 23	Nov. 22
Classes resume	M	Nov. 28	Nov. 27	Nov. 26	Dec. 2	Nov. 30	Nov. 29	Nov. 28
Day of last classes	S	Dec. 10	Dec. 9	Dec. 8	Dec. 14	Dec. 12	Dec. 11	Dec. 10
Days of examinations	M-F	Dec. 12-16	Dec. 11-15	Dec. 10-14	Dec. 16-20	Dec. 14-18	Dec. 13-17	Dec. 12-16
Second Semester		**1988-89**	**1989-90**	**1990-91**	**1991-92**	**1992-93**	**1993-94**	**1994-95**
Classes begin	M	Jan. 9	Jan. 8	Jan. 7	Jan. 13	Jan. 11	Jan. 10	Jan. 9
Spring Recess begins (after last class)	S	March 11	March 10	March 9	March 14	March 13	March 12	March 11
Classes resume	M	March 20	March 19	March 18	March 23	March 22	March 21	March 20
Day of last classes	S	April 29	April 28	April 27	May 2	May 1	April 30	April 29
Days of examinations	M-F	May 1-5	Apr. 30-May 4	Apr. 29-May 3	May 4-8	May 3-7	May 2-6	May 1-5
First Summer Session		**1989**	**1990**	**1991**	**1992**	**1993**	**1994**	**1995**
Classes begin	T	May 9	May 8	May 7	May 12	May 11	May 10	May 9
Memorial Day recess	M	May 29	May 28	May 27	May 25	May 31	May 30	May 29
Classes end	R	June 15	June 14	June 13	June 18	June 17	June 16	June 15
Second Summer Session		**1989**	**1990**	**1991**	**1992**	**1993**	**1994**	**1995**
Classes begin	F	June 16	June 15	June 14	June 19	June 18	June 17	June 16
Independence Day recess		July 4 (T)	July 4 (W)	July 4 (R)	July 6 (M)	July 5 (M)	July 4 (M)	July 4 (T)
Classes end	F	Aug. 11	Aug. 10	Aug. 9	Aug. 14	Aug. 13	Aug. 12	Aug. 11

↑

ASSP-1

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APPENDIX N.

Group Photograph (copy)

AFRICAN SOCIAL STUDIES PROGRAM

ASSP-1 1988 - 89

INDIANA UNIVERSITY
Bloomington, Indiana, USA

BEST COPY AVAILABLE

APPENDIX O.

Project Tee-Shirt (copy of words only)

AFRICAN SOCIAL STUDIES PROGRAM
ASSP-1
1988-89
INDIANA UNIVERSITY

APPENDIX P.

Project Diploma

Indiana University

School of Education

Certifies That

Has Completed the
African Social Studies Program

in the year of

MDCCCXX

Director, ASSP

Dean, School of Education

Date

APPENDIX Q.

Orientation Evaluation Summary

AFRICAN SOCIAL STUDIES PROGRAM 1988-9

ORIENTATION EVALUATION

LOOKING BACK ON THE EVENTS OF THE ORIENTATION WEEK, WHICH ONES WOULD YOU SAY SHOULD DEFINITELY BE INCLUDED IN NEXT YEAR'S ORIENTATION?

Circle appropriate number

#	ORIENTATION EVENT	Should **NOT** be included 1 - 2 - 3 - 4 - 5 Should **DEFINITELY** be included
1.	8/19-First ASSP Orientation meeting at Smith Research Room 117 (2-5 PM):	
	a. General Introduction by Deb	1 - 2 - 3 - 4 - 5
	b. Orientation to M.A.T. Program and requirements by Fred Risinger	1 - 2 - 3 - 4 - 5
2.	8/20-International Center Orientation (am + pm)	1 - 2 - 3 - 4 - 5
3.	8/20-Picnic Dinner at Nita's house	1 - 2 - 3 - 4 - 5
4.	8/21-International Center Orientation (am + pm)	1 - 2 - 3 - 4 - 5
5.	8/21-Pizza at Mother Bears	1 - 2 - 3 - 4 - 5
6.	8/22-Individual program advising with Fred Risinger (8am-1pm)	1 - 2 - 3 - 4 - 5
7.	8/22-Individual health and other forms filled out with Deb (8am-1pm)	1 - 2 - 3 - 4 - 5
8.	8/24-Practice registration (2-5pm) with Deb and Nita	1 - 2 - 3 - 4 - 5
9.	8/26-African Studies Program meeting with Patrick O'Meara and Brian Winchester (9-10am)	1 - 2 - 3 - 4 - 5
10.	8/26-Main Library tour with Nancy Schmidt (10-11:30 am)	1 - 2 - 3 - 4 - 5

11. 8/26-ASSP Presentation by Jim Barth 1 - 2 - 3 - 4 - 5

12. 8/26-Introduction to computers by NiiNii Armar (3-4pm) 1 - 2 - 3 - 4 - 5

13. 8/27-Morning walk through downtown Bloomington 1 - 2 - 3 - 4 - 5

14. 8/27-Dinner at the Ashenda International restaurant 1 - 2 - 3 - 4 - 5

YOUR COMMENTS WOULD HELP US IMPROVE THE ORIENTATION FOR NEXT YEAR. We would appreciate your candid compliments, criticisms, and suggestions. They will be taken seriously!

15. In your opinion, what were three strengths of this orientation program? Give reasons, if you wish to.

16. In your opinion, what were three weaknesses of this orientation program? Give reasons, if you wish to.

17. For each of the three weaknesses listed above, what suggestions do you have for improvements?

18. Are there any orientation events that you believe should have been included, but were not?

19. Any other comments that you would care to make are welcome.

AFRICAN SOCIAL STUDIES PROGRAM '88

ORIENTATION EVALUATION TALLY

	TOTALS				
	1 -	2 -	3 -	4 -	5
1.					
a.	0	0	0	2	8
b.	0	0	0	0	10
2.	0	1	1	4	5
3.	0	0	0	1	10
4.	0	0	0	6	4
5.	1	0	3	3	4
6.	0	0	0	0	11
7.	0	0	0	0	11
8.	0	0	0	1	10
9.	0	1	0	1	8
10.	0	0	0	1	9
11.	1	2	1	3	4
12.	0	0	0	0	11
13.	1	2	2	6	0
14.	0	4	2	3	2

AFRICAN SOCIAL STUDIES PROGRAM EVALUATION TALLY

15. 3 Strengths

Useful - more time needed for computer orientation

Meet people, make friends, learn about new environment, learn requirements

Brought direct contact w/International students

Glimpse of computers

Talks by authorities good - need more- Risinger, O'Meara, etc.

Locations of meetings/classes clearly indicated

Learned nature of the program (MAT)

Learned about computers

Learned about American way of life
Invaluable for quick adjustment, what to expect, location of bldg
Bus tickets shd be provided

Talk w/Barth, Winchester, O'Meara good
Library tour useful
Computer shd be first priority

Assistance in filling forms
Session w/Risinger
Candid treatment by Deb/Nita

Made registration easier
Created feeling of belonging
Avoided making mistakes in future

Well-organized, very informative, very useful.

16. 3 Weaknesses

Absence of course outline in Social Studies
Ashenda restaurant was not very successful
Lack of notification time to travel and time of arrival

More information given about program as regards the subject combinations and coordination between the program and other faculties not clear

Getting into a course shd not be left to chance

Program too packed with engagements, not enough time to relax

Little time given in between events. Places were far apart and required brisk walking

Absence of Peter Muyanda-Mutebi.
Period of orientation too long
Introduction to computer not given enough time

Too much information too short a time
Too demanding on a new-comer
Confusion owing to numerous sessions

Registration difficult because classes were filled
Computer classes should be given before classes begin

Planning for registration was not good, because we missed most of the courses we wanted

Inadequate time between events to absorb information
Orientation done in too short a time

Not enough time for Computer and ERIC systems which are essential
Not informed clearly about drop and add - frustration.

Could not be avoided, spending so long on orientation

Some sessions were too long. Some programs were crowded, there were too many things to grasp at the same time. More hand-outs should have been given at the International Center Orientation, e.g. the session on legal implications.

17. Improve ments?

Correct above mentioned weaknesses

Make orientation 2 weeks

Make registration ahead of time

Make registration more fair

Blend some of the sessions
Make tours around campus suffice for talks

Invite Dr. Peter Muyanda-Mutebi to Orientation
Shorten period of Orientation
More time for Computer Introduction

Thin out some activities
Extend day by an hour or so

Inform major subject departments of the program rquirements
Registration should be done ahead
Teach skills such as typing and computer in first 2 weeks

A course outline should be prepared before hand
The Ashenda restaurant (site of Welcoming Dinner)was not African.

More time required to notify participants before traveling to US.

The International Center Orientation program should run for about two weeks.

18. Any events that should be included?

No responses

19. Any other comments that you would care to make are welcome.

First and sixth orientation event meetings: Orientation to M.A.T. program and requirements and Individual program advising by C. Fred Risinger.

Comment: Gave an insight into the academic challenge which is not normally attached to Social Studies.

Dinner at Nita's house.

Comment: The best informal meeting we have had as a group - very relaxed.

APPENDIX R.

8501 Evaluation Summaries

/10

Prof ___ Mehlinger/Hutton ___
Department ___ GRAD ___
Course Number ___ S501 ___
Date ___ FALL 1988 ___

III. EVALUATION OF COURSE.

Please evaluate this particular section of this course.

ORGANIZATION OF THE COURSE
___ 2 ___ Well organized
___ 7 ___ Adequate, but could be better
___ 1 ___ Inadequate organization detracts
______ Confused and unsystematic

Comment: Room for improvement

Needs less individual country experience

ORGANIZATION OF DAILY LECTURES (OR CLASS WORK)
___ 4 ___ Well organized in meaningful sequence
___ 4 ___ Usually organized
___ 2 ___ Organization not too apparent
______ Little or no organization

Comment: Schedule of classes was lately timed

FREQUENCY OF ~~TESTS~~ Assignments
___ 5 ___ Right number, well timed
______ Too infrequent
___ 3 ___ Too frequent
___ 1 ___ Timing should be improved

Comment: Interval between was reasonable

CONTENT OF ~~TESTS~~ Assignments
___ 8 ___ Satisfactory
______ Too detailed
___ 1 ___ Not comprehensive enough
______ Wrong type of test for this course

Comment: Need for reinforcement

OPPORTUNITY FOR QUESTION AND DISCUSSION
___ 10 ___ Ample opportunity
______ Occasional opportunity
______ Rare opportunity
______ Never

Comment: Well timed

ASSIGNMENTS
___ 8 ___ Assignments clear and reasonable
___ 1 ___ Clear but too long
______ Unclear
______ Always unclear and unreasonable

Comment: No comment

Need more practical knowledge

Need list of reference books

TEXTBOOKS
___ 4 ___ Textbooks good
___ 4 ___ Textbooks satisfactory
___ 2 ___ Use of text should be modified
______ Urge a different text altogether

Comment: UNESCO text too big

WORK RELATED TO CLASS LEVEL
___ 5 ___ Work suited to class level
___ 4 ___ Attempt made to suit class level
______ Work completely above class level
___ 1 ___ Work completely below class level

Comment: Thought provoking

ON THE REVERSE SIDE OF THIS SHEET PLEASE MAKE SUGGESTIONS FOR IMPROVING THIS COURSE.

- Need for some discussion on the strategies and methods for teaching.
- Course should deal with more general themes.
- Course can also deal with factors inhibiting development and how social studies can help solve problems.

BEST COPY AVAILABLE

· /9

Prof Deb Hutton
Department GRAD
Course Number S501
Date Fall 1988

INDIANA UNIVERSITY
Student Evaluation of Instruction

I. EVALUATION OF INSTRUCTION

Please carefully evaluate the effectiveness of the teacher of this course. Place an "x" in ONE of the blanks under each of the major categories. Comments may be extended to the other side of the sheet.

KNOWLEDGE OF SUBJECT MATTER
2 Exceedingly well informed
7 Adequately informed
____ Not well informed
____ Very poorly informed

Comment Relativity was a problem if Africa was considered

ATTITUDE TOWARD SUBJECT
7 Enthusiastic, enjoys teaching subject
2 Rather interested
____ Only routine interest displayed
____ Uninterested

Comment Very enthusiastic and diligent

ABILITY TO EXPLAIN
5 Explanations clear and to the point
3 Explanations usually adequate
1 Explanations often inadequate
____ Explanations absent or totally inadequate

Comment Relativity was a problem

SPEAKING ABILITY
6 Voice and demeanor excellent
3 Adequate or average
____ Poor speaking distracting
____ Poor speaking a serious handicap

Comment Very good

ATTITUDE TOWARD STUDENTS
7 Sympathetic, helpful, concerned
1 Usually helpful and sympathetic
____ Avoids individual contact, routine attitude
____ Distant, cold, aloof

Comment She is more than a lecturer

Zealous and totally committed

PERSONALITY
5 Attractive personality, I would like to know him better
4 Satisfactory personality
____ Not an outgoing personality
____ Personality conflict

Comment No comment

Very pleasant and tolerant

TOLERANCE TO DISAGREEMENT
5 Encourages and values reasonable disagreement
3 Accepts disagreement fairly well
1 Discourages disagreement
____ Dogmatic, intolerant of disagreement

Comment Emotionally stable

Entertains all sorts of disagreements

COMPARED TO ALL COLLEGE INSTRUCTORS YOU HAVE HAD, HOW WOULD YOU RATE THIS INSTRUCTOR AS A TEACHER?
2 Outstanding
5 Better than average
2 Average
____ Below Average
____ Poor

IF YOU COULD CHOOSE BETWEEN THIS INSTRUCTOR AND OTHERS IN A FURTHER COURSE, HOW WOULD YOU RATE YOUR PRESENT INSTRUCTOR?
2 Would prefer him/her to most teachers I have had at I.U.
6 Would be very pleased to have him/her again.
____ Would be satisfied to have him/her again.
1 Would rather not have him/her again.
____ Would not have him/her again under any circumstances.

THE REVERSE SIDE OF THIS SHEET MAY BE USED FOR FURTHER GENERAL COMMENTS

BEST COPY AVAILABLE

APPENDIX S.

S502 Evaluation Summaries

/5

Prof D. Hutton
Department GRAD
Course Number S502
Date SPRING 1989

VI. EVALUATION OF COURSE

Please evaluate this particular section of this course.

ORGANIZATION OF THE COURSE — Comment

1 Well organized
4 Adequate, but could be better
Inadequate organization detracts
Confused and unsystematic

ORGANIZATION OF DAILY LECTURES (OR CLASS WORK) — Comment

3 Well organized in meaningful sequence
2 Usually organized
Organization not too apparent
Little or no organization

FREQUENCY OF TESTS — Comment

4 Right number, well timed
Too infrequent
Too frequent
Timing should be improved

CONTENT OF TESTS — Comment

Satisfactory
Too detailed
Not comprehensive enough
Wrong type of test for this course

OPPORTUNITY FOR QUESTION AND DISCUSSION — Comment

5 Ample opportunity
Occasional opportunity
Rare opportunity
Never

ASSIGNMENTS — Comment

4 Assignments clear and reasonable
1 Clear but too long
Unclear
Always unclear and unreasonable

TEXTBOOKS — Comment

2 Textbooks good
3 Textbooks satisfactory
Use of text should be modified
Urge a different text altogether

WORK RELATED TO CLASS LEVEL — Comment

2 Work suited to class level
3 Attempt made to suit class level
Work completely above class level
Work completely below class level

ON THE REVERSE SIDE OF THIS SHEET PLEASE MAKE SUGGESTIONS FOR IMPROVING THIS COURSE.

/5

Prof ......D. Hutton......
Department ......GRAD......
Course Number ......S502......
Date ......Spring 1989......

INDIANA UNIVERSITY

Student Evaluation of Instruction

I. EVALUATION OF INSTRUCTION

Please carefully evaluate the effectiveness of the teacher of this course. Place an "x" in ONE of the blanks under each of the major categories. Comments may be extended to the other side of the sheet.

KNOWLEDGE OF SUBJECT MATTER *Comment*

......1......Exceedingly well informed
......4......Adequately informed
............Not well informed
............Very poorly informed

ATTITUDE TOWARD SUBJECT *Comment*

......4......Enthusiastic, enjoys teaching subject
......1......Rather interested
............Only routine interest displayed
............Uninterested

ABILITY TO EXPLAIN *Comment*

......2......Explanations clear and to the point
......3......Explanations usually adequate
............Explanations often inadequate
............Explanations absent or totally inadequate

SPEAKING ABILITY *Comment*

......2......Voice and demeanor excellent
......3......Adequate or average
............Poor speaking distracting
............Poor speaking a serious handicap

ATTITUDE TOWARD STUDENTS *Comment*

......3......Sympathetic, helpful, concerned
......2......Usually helpful and sympathetic
............Avoids individual contact, routine attitude
............Distant, cold, aloof

PERSONALITY *Comment*

......3......Attractive personality, I would like to know him better
......2......Satisfactory personality
............Not an outgoing personality
............Personality conflict

TOLERANCE TO DISAGREEMENT *Comment*

......2......Encourages and values reasonable disagreement
......3......Accepts disagreement fairly well
............Discourages disagreement
............Dogmatic, intolerant of disagreement

COMPARED TO ALL COLLEGE INSTRUCTORS YOU HAVE HAD, HOW WOULD YOU RATE THIS INSTRUCTOR AS A TEACHER?

............Outstanding
......1......Better than average
......4......Average
............Below Average
............Poor

IF YOU COULD CHOOSE BETWEEN THIS INSTRUCTOR AND OTHERS IN A FURTHER COURSE, HOW WOULD YOU RATE YOUR PRESENT INSTRUCTOR?

......1......Would prefer him/her to most teachers I have had at I.U.
......2......Would be very pleased to have him/her again.
......1......Would be satisfied to have him/her again.
......1......Would rather not have him/her again.
............Would not have him/her again under any circumstances.

THE REVERSE SIDE OF THIS SHEET MAY BE USED FOR FURTHER GENERAL COMMENTS

BEST COPY AVAILABLE

/6

SEMINAR FOR SOCIAL STUDIES TEACHERS II
COURSE EVALUATION

Spring 1989
Indiana University

Goal of S502: How to implement social studies curriculum

The purpose of this evaluation is to obtain your candid, anonymous views regarding S502. Your comments will be taken seriously in the planning for the course next year. Please give this evaluation some thought and send it to Eve Russell in the enclosed campus envelope in the next week. Thanks very much for your time! DSH

I. Circle the letter(s) which represent(s) most closely your judgement about whether each of the items listed below should remain as a key component of this course:
SA = strongly agree A = agree U = undecided/neutral
D = disagree SD = strongly disagree

1. Tyler 4-stage model of curriculum development	SA(5)	A(1)	U	D	SD
2. Kissock 10-stage model of curriculum development	SA(5)	A	U	D	SD
3. Eisner's views on teaching as an art: hidden and null curricula; etc.	SA(4)	A	U(2)	D	SD
4. Visit to Bloomington High School South	SA(3)	A(2)	U(1)	D	SD
5. Visit to Batchelor Middle School	SA(2)	A(3)	U(1)	D	SD
6. Visit to Honey Creek School	SA(4)	A(2)	U	D	SD
7. Attending ICSS Convention	SA(4)	A(1)	U(1)	D	SD
8. Multicultural Education: Teaching It and Teaching About It - Christine Bennett	SA(5)	A(1)	U	D	SD
9. Inservice Workshops for Social Studies Teachers- Alan Backler	SA(5)	A(1)	U	D	SD
10. Preservice Education for Social Studies Teachers- Anna Ochoa	SA(3)	A(1)	U(1)	D	SD(1)

11. Writing Social Studies Textbooks- John Patrick	SA(3)	A(2)	U(1)	D	SD
12. State Social Studies Curricula- Mary Fortney	SA(1)	A(2)	U(2)	D	SD(1)
13. Social Studies Curriculum Development Project	SA(4)	A(1)	U(1)	D	SD

II. In this space, please make ANY SPECIFIC comments, criticisms, and/or suggestions regarding the items in Section I above. Was any item particularly good - why?; particularly bad - why? How would you suggest that an item be changed to improve it? Was the depth of coverage sufficient? If you need more space, please write on the back of this page.

- Lectures by Bennett, Backler and Patrick were especially good.
- Trips to school were very rewarding.

(2)- Presentations and course were very good.

- Patrick and Fortney should be used as a resource next time.
- Project was good, it makes one creative.

III. In this section, please feel free to make any comments about items in (or not in) the course, that are not mentioned in Section I. Would you change the whole organization or focus of the course? How? Why? Was something missing that you believe is vital? What about guest presentors?

- Guest presentors are okay.
- More class presentations should have been done by students.
- Systematic approach shold have followed a thorough planning, such as the outline of the course program for the whole year. Maybe create a small brochure for students.
- Guest presentors should be given more time, such as two times a semester.
- Focus could have been higher, such as high school level Social Studies or college level Social Studies.

APPENDIX T.

Final Evaluation Summary

AFRICAN SOCIAL STUDIES PROGRAM/1 1988-89

FINAL PROGRAM EVALUATION

So that the ASSP-2 program can be an even better one, please take a few moments to reflect back over your whole year here. Your comments on this evaluation will help us to retain strengths and improve weaknesses. Your candid compliments, criticisms, and suggestions will be appreciated and taken seriously!

A. OVERALL IMPRESSIONS - Circle the most correct answer.

1. Looking back over all of the late nights, dull food, long reading assignments, freezing temperatures, A-grades, shopping, Disneyworld, and new friends, were your degree and experiences here worth a year of your life?

   YES NO

   Why?/Why not?:

2. When you return home, will you recommend this program to others?

   YES NO

   Why?/Why Not?:

3. Do you believe that you can now, with some confidence, discuss the definition, purposes, and content of social studies, within the context of your own country?

   YES NO

   Why?/Why not?:

4. At some time in the future, would you be interested in pursuing a Ph.D. or Ed.D.?

   YES NO

   Why?/Why not?:

5. On a scale of 1 to 10, how would you rank the ASSP-1 program?

   1 2 3 4 5 6 7 8 9 10
   poor okay excellent

6. Other comments?

B. ACADEMICS

1. Did your masters degree/courses meet your expectations? How? How not?

2. What was the strongest aspect(s) of the academic program?

3. What was the weakest aspect(s) of the academic program?

4. Which, of all the courses that you took, would you definitely recommend to ASSP-2 students (we will pass on this list)?

5. Which, of all the courses that you took, would you definitely not recommend to ASSP-2 students (we will pass on this list)?

6. What comments do you wish to make regarding the average program academic load of our courses per semester (twelve courses in twelve months)?

7. Did you have access to adequate supportive academic resources, (typewriters, computers, libraries, tutors, etc.)? Explain. Do you have any suggestions?

8. Regarding social studies, you took three courses - S501, S502, and S519 - in that order. Should they be taught in that order again, or do you recommend a different order?

9. Other comments?

C. LIFE IN BLOOMINGTON

1. HOUSING

a) What were some of the pros and cons of living in Eigenmann Hall for you?

b) What were some of the pros and cons of living in an independent apartment for you? Would you recommend this for ASSP-2 students?

2. FOOD

a) What did you think of the cafeteria food?

b) In the letter of acceptance that was sent to you, before you came here, we suggested that you bring some spices from home. Did you? Should we recommend that again?

c) What were the pros and cons of doing your own cooking?

3. MONEY

a) What were the pros and cons, for you, of the quantity and dispersal of the stipends?

b) Was the banking arrangement satisfactory? Comments?

c) What did you learn about the use of money this year that ASSP-2 students should know?

4. TRANSPORTATION

a) What were the pros and cons of the IU bus passes?

5. HEALTH CARE

a) How many times did you use the IU Health Center?: __________

b) How many times did you use Bloomington (non-IU) health care facilities?: __________

c) Were your health care needs adequately provided for? How?/How not?

d) What are your comments about the medical insurance?

6. WEATHER

a) What advice regarding the weather would you have us give the ASSP-2 students before they fly here?

b) What do we need to know to help ASSP-2 students adjust to seasonal changes , once they are here?

7. CLOTHING

a) What advice regarding clothing would you have us give the ASSP-2 students before they fly here?

b) What stores do you recommend as good sources of clothing?

c) What stores do you definitely not recommend?

8. RELIGION

a) Were your religious needs met?

b) Could we do anything more or different to facilitate your religious needs?

9. ADJUSTMENT TO LIFE IN BLOOMINGTON

a) What helped your adjustment the most?

b) What made your adjustment difficult?

c) What role did the International Center play, if any?

d) What role did the African Student Association play, if any?

10. OTHER COMMENTS?

D. GENERAL PROGRAM

1. ORIENTATION

a) Looking back over your whole year, what were the strengths of the orientation that we planned for you?

b) What were its main weaknesses?

c) What changes would you suggest?

2. GROUP MEETINGS (FALL SEMESTER)/LIAISON PERSON (SPRING SEMESTER)

a) What were the strengths of these meetings, for you?

b) What were the weaknesses, for you?

c) Did the liaison position fill your needs of communication to and from the program? Why?/Why not?

d) What alternative suggestions can you make to us regarding the effective communication of information and feedback between program staff and students?

3. TRIP TO THE NCSS MEETING AND ORLANDO

a) What were the strengths of the trip, for you ?

b) What were the weaknesses of the trip, for you?

4. FIELD TRIPS

a) What three (3) places or events would you want ASSP-2 students to see (in Indiana)?

b) What advice do you have for us regarding field trips?

5. ENRICHMENT TRIP TO WASHINGTON, DC

a) Were you looking forward to this trip? Why?/Why not?

b) Is the end of the program a good time to have this trip? Would you suggest another time? Give reasons if you do.

6. HOST FAMILIES

a) Did this arrangement work for you? Why?/Why not?

b) What are your suggestions, if any, to improve it?

7. GROUP PHOTOGRAPH

a) Is this a practice that we should continue? Why?/Why not?

8. T-SHIRTS

a) Is this a practice that we should continue? Why?/Why not?

9. GRADUATION BANQUET

a) What did you like about the graduation banquet?

b) What did you not like?

c) What suggestions do you have to improve it?

d) If you were given a choice between going through the official IU graduation ceremony (and the program rented the gown, etc.) in the middle of the program and the banquet at the end, which would you choose? Why?

10. STAFF

The evaluation for each staff member are on a separate page following this one. Your comments regarding each one will be appreciated.

a) Julia Duany - Liaison
b) Nita Levison - Project Assistant
c) Deb Hutton - Training Coordinator

a) STAFF EVALUATION - JULIA DUANY - LIAISON

i) How would you rate the way Julia, as liaison, facilitated your life and program this year (since January)? (Circle One)

1	2	3	4	5	6	7	8	9	10
poor				okay				excellent	

ii) Did you ask her to help you?______ List a few of the most positive ways she helped you this year.

iii) Did she clear up communication problems between you and the program? ______ Did you ask her to? ______

iv) Did she explain the IU system to you when you had problems? ______ Did you ask her to? ______

v) What are two (2) things that Julia could do to improve?

vi) What suggestions do you have for the liaison person next year, to be more useful to ASSP-2 students and the program in general?

b) STAFF EVALUATION - NITA LEVISON - PROJECT ASSISTANT

i) How would you rate the way, Nita, as Project Assistant, facilitated your life and program this year? (Circle One)

1 2 3 4 5 6 7 8 9 10
poor okay excellent

ii) List a few of the most positive ways she helped you this year.

iii) What are the two (2) things Nita could do to improve?

iv) What suggestions do you have for the project assistant next year, to be more useful to ASSP-2 students and the program in general?

c) STAFF EVALUATION - DEB HUTTON - TRAINING COORDINATOR

i) How would you rate the way Deb, as Training Coordinator, facilitated your life and program this year? (Circle One)

1 2 3 4 5 6 7 8 9 10
poor okay excellent

ii) List a few of the most positive ways she helped you this year.

iii) What are two (2) things that Deb could do to improve?

iv) What suggestions do you have for Deb next year, to be more useful to ASSP-2 students and the program in general?

E. ...AND FINALLY...

What direct advice would you give the ASSP-2 participants? (Be as brief or lengthy as you wish.)

Dear ASSP-2 participant:

1.

2.

3.

Best wishes and good luck!

Sincerely,

ASSP-1 Graduate

AFRICAN SOCIAL STUDIES PROGRAM/1 1988-89

FINAL PROGRAM EVALUATION

So that the ASSP-2 program can be an even better one, please take a few moments to reflect back over your whole year here. Your comments on this evaluation will help us to retain strengths and improve weaknesses. Your candid compliments, criticisms, and suggestions will be appreciated and taken seriously!

A. OVERALL IMPRESSIONS - Circle the most correct answer.

1. Looking back over all of the late nights, dull food, long reading assignments, freezing temperatures, A-grades, shopping, Disneyworld, and new friends, were your degree and experiences here worth a year of your life?

YES (9)* NO (1)*

Why?/Why not?:

- Because the best school of education is International environment in terms of its peoples, cultures, politics, economics, and interaction. All these were provided here
- Apart from the valuable experiences and the opportunity to study at Bloomington, I really would have been happier if I had begun on my PhD Studies.
- Because I have more experience and knowledge in Social Studies. I have also ~~op~~ obtained a post graduate degree. which is & a step forward in education
- Because I was exposed to much of what I had only read about and here I physically interacted with America & its cultures
- Acquired knowledge and experience that is essential to me as a scholar.
- These experiences have enriched us.

* 10 of 11 Participants responded to the evaluation questionnaire.

- The program was relevant to what I do at home, as such it has expanded my knowledge.
- I have learnt a lot of new things relating to life in a highly developed country.
- It was a new experience for me and it gave me a degree

2. When you return home, will you recommend this program to others?

YES (10) NO

Why?/Why Not?:

- Because others would like to have similar experiences as I did while here in I.U. More SS personnel are required to be trained.
- THE PROGRAM OFFERS AN OPPORTUNITY OF TEACHING SOCIAL STUDIES FROM AN AMERICAN PERSPECTIVE
- because This kind of knowledge is needed in our country. We have just Started Social Studies (1986) so we need to understand well what Social Studies is
- It is worth it. Members share ideas and built coherent concepts relevant to their respective regions.

- Academic enlightenment and cultural experience

- If properly administered it could be a great educational and cultural advancement instrument.

- Because of its Relevance.

- The program on the whole is very rich in content. the courses have been very challenging

- It prepares and equips the teacher with the techniques of teaching.

3. Do you believe that you can now, with some confidence, discuss the definition, purposes, and content of social studies, within the context of your own country?

YES (10) NO

Why?/Why not?:

- With considerable confidence, enough water has now passed under the social studies bridge. The tail end of the running water is my head which has collected enough ideas about social studies.

- I now understand what Social studies is all about.

- because now I understand what Social Studies is. I also know what kind of Social ~~Study~~ Studies is needed in my country Kenya.
- S501 delt with this area of the subject fairly well.
- Certainly.
- I Know the Social Studies is what I can make of it according the ~~the~~ needs of my Country.
- I can design a curriculum of Social Studies which

4. At some time in the future, would you be interested in pursuing a Ph.D. or Ed.D.?

YES (8) NO (1)

Why?/Why not?:

- Little learning is dangerous The more I know the more ignorant I become. My educational goal is yet to be attained.
- Not sure yet.
- Academic advancement

- So that I can share my views in publication with other intellectuals Also get more knowledge in my area of study. Africa and Kenya in particular need educated people.
- I will like to be highly qualified to be in a better position to make decisions that will improve my education system back home. I want to head a decision making body.
- This ~~po~~ doctoral program will enhance my knowledge and give me confidence to begin writing books or papers
- Education has no limit. Pursuing a Ph.D or Ed. D. will mean a further step toward the expansion of one's knowledge.
- Because I need it to lecture at the university back home

5. On a scale of 1 to 10, how would you rank the ASSP-1 program?

				(3)	(1)		(1)	(2)	(3)	Av. = 7.7
1	2	3	4	5	6	7	8	9	10	
poor				okay				excellent		

6. Other comments?

- I guess, having already studied for a Master's degree, doing a second one was not particularly exciting.

- A variety of instructers could have put life into the program

- Being a pioneer program, the crucial obstacles have been surmounted. The pioneers and the Co-ordinator in particular have laid the solid foundation of the ASSP-I program.
  The unique portion of the program is the enormous amount of resources put into it. The achievements on the other hand, are commendable. To be fair it should be ranked EXCELLENT!!

- students need to do more presentation.

- This program is good to us Africans because ~~the~~ it really takes care of the what Africans need in their program. That is what makes it really special and relevant. The director has helped students (ASSP) solve their problems which they could have found it impossible to do so if they were to do it by themselves. The program has taken special attention on the needs of African Education

B. ACADEMICS

1. Did your masters degree/courses meet your expectations? How? How not?

- Half-way through, because of the limited time. However, tremendous achievements have been realized.
- No. I had higher (Ph D. Studies] expectations
- In general yes but at first I did not know that I would take other two minors apart from my major. That made it rather difficult. Also competing with other students in minors was very difficult
- Not quite.

- Yes. I was not only exposed to content but also to special skills.
- Not fully. I would have like to do more courses in my area of concentration.
- Yes. Research had to be done on subject areas and courses offered.
- Certainly, yes. I have learned what I liked.
- Yes. The courses were good and learnt a lot of new stuff that I can use back home
- yes because I got methods and content.

2. What was the strongest aspect(s) of the academic program?

- The seminar classes in Geography and Sociology especially G500 and S410.
- The opportunity ~~and~~ freedom to do courses in my area of interest.
- In learning about definitions of S.Studies curriculum, and S.S. teaching methods. These helped me in knowing more the SS curriculum and how to teach it
- - Exposure to American school life

- exposing participants to various educational places such as
  - trip to florida
  - " " Schools

  and inviting visiting lecturers
- Courses offered in my area of concentration.
- Time taken at library doing research and individual work.
- One was free to chose the subjects one is comfortable with. That's a good thing.
- The writing of term papers and making use of the rich library resources at IU

3. What was the weakest aspect(s) of the academic program?

- The History classes in particular African History, which were exclusively for undergraduate students.
- NONE
- The diversity of learning [illegible] two minors.
- 12 month is not enough
- Courses in Social Studies
- It had several courses which could not be treated justly at depth -

10

- Some subjects (courses) were not challenging.
- the multiple choice tests
- More field trips should be made to schools

4. Which, of all the courses that you took, would you definitely recommend to ASSP-2 students (we will pass on this list)?

- The sociology of Education classes S410 and S312.
- S500 M514; S519; S502
  →S501 needs to have more substance Eg an interdisciplinary introduction/discussion of each constituent discipline esp Geography, i.e. aspects of location and reading of maps
- S.S. definition, S.S. teaching Method. Curriculum, and Global ~~Edu~~ Education
  If they are geographers then Research Problems.
- J 500
  S 503
  M680 or equivalent } in addition to S501 & S502
- Global Education course, M 514
- politics in African history - Y 338
  History of Africa I - E432 and E431
- Sociology of African Education. S410 Methods course S519. S501 as introduction

- 1. Sociology of Education (Africa) (S 410)
  2. African Politics Y338
  3. Teaching Method S 519
- Educational Evaluation Y535
  African Education 54
  Social Studies Education and Methods

  Social control and social deviance
- It would be nice if the incoming students did at least one course in American History

5. Which, of all the courses that you took, would you definitely not recommend to ASSP-2 students (we will pass on this list)?

- African History classes, because they tend to stress the need for filling the gap of Geographical knowledge not History for the American students. Only old maps are studied. Names of many places in Af. Chan
- S 410
  Y 338:
  Y 386? (American Political Ideas)
  S 3 ? (Sex Roles)
- clinical psychology Psy425
- If S501 and S502 are not ~~[illegible]~~ improved then they should not be offered.

6. What comments do you wish to make regarding the average program academic load of our courses per semester (twelve courses in twelve months)? 12

- It is difficult to be specific, however, the most reasonable number of courses per semester is TWO or Three.
- The program needs to ~~be~~ spread over two years with a dissertation writing aspect.
- A bit too much for the 1st semester. I think the 1st semester they can take 9 ~~check~~ courses and when they familiarize with environment, they can take 12 hrs. per semester.
- Participants should be made aware right from the beginning, of how hectic the programme is.
- I did not put equal effort to all courses. if I had ~~nine~~ twelve course in eighteen month I should have Researched and learned more.
- The 12 courses are too demanding. Time should be extended to 3 semesters.
- Twelve courses is too much. At least 3 courses per semester is reasonable.
- It can be done but if an extra semester was added it would be quite good.

- Four courses for each semester, I think is too much. The program should be extended to four semester so that the student's can do three courses each semester.

7. Did you have access to adequate supportive academic resources, (typewriters, computers, libraries, tutors, etc.)? Explain. Do you have any suggestions?

- Obviously, in the main Library Map Library and tutors of other Depts. such as Sociology and Geography
- Yes.
  - Improved word process skills.
  - IU. Libraries — a very valuable source of info.
- Yes, Let them use them the Computers. as much as they can for writing their papers.
- Yes.
  I would suggest that participants be exposed to computers early in the course, even if it means setting three hours per fortnight for computer literacy.
- yes.
- Yes although there was hardly time to use these facilities.
- yes. But some of the above could not be learned over-night.
- Quite enough. The School is well equipped with supportive academic resources.
- I had access to computers and I suggest it should be made part of the course from the start.

- Yes. A class in computer science at the start of the program would have been very helpful!

8. Regarding social studies, you took three courses - S501, S502, and S519 - in that order. Should they be taught in that order again, or do you recommend a different order?

- In accordance with my own preference, they ought to be taught in the following order: S501, S519 and S502.
- Yes
- ~~Yes~~ They should be taken in that order. I found it okey.
- The order seems alright
- S501, S 519, S 502
- An improved S501 & S502 could be taught in the same order, with S519 as the last.
- S501 is okay as introductory course
- Any order there is ok.
- They should still be done in this order but S. 519 should not be done as intensive. It is a vital part of social studies and needs more time for some micro teaching.
- The order is just fine except that S519 needs some more time.

9. Other comments?

- A brochure is invaluable. This will contain the most latent informations which are not contained in the University Graduate prospectus or other leaflets. It is a special brochure for ASSP; among other things, it should contain the required Graduate courses.

- There should be ~~corretchs.~~ correletion of subjects For example if I take Geography as my major then I should be able to take geomorphology, climatology and regional geography. Or Political geography if my minor is Political Science. It is easier to study subjects which are related instead of set switching frome one different subject to another when time is too short.

C. LIFE IN BLOOMINGTON

1. HOUSING

a) What were some of the pros and cons of living in Eigenmann Hall for you?

- International cultural exchange, making numerous friends, and adequate security. However, the food was bad and there is no privacy.
- The worst thing that can happen to an older African student - who has lived in a house and worked for a number of years — is to be confined in a dorm room
- Convenient for new comers but food is not so good Too expensive. One is forced by time to eat even when in a mood.
- Eigenmann ~~[illegible]~~ created more time for study, but the environment is prison-like. It is not flexible! There is time for breakfast, lunch, dinner etc. One cannot choose when to have a meal.
- ① suitable for first time visitor in BL. other services are good

  ② The problem was with food which was too fat with a lot of cheese in every dish.
- As a newcomer to Bloomington, ~~Eigen~~ Eigenmann Provided the necessary security. However, as a head of a household, it restricted my freedom.
- There were very rowdy & noisy guys on the floor 12.

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- Pros: To ~~rather~~ meet many ~~different~~ people from different parts of the world.
  Cons: Food problem. was beyond toleration.

- the rooms were far too small.
  the meal times affected the class periods for a whole week, we had to take sack lunch which means eating the same type of lunch everyday.

- It is good at the begining but after the first semester students should be given a chance to move out.

b) What were some of the pros and cons of living in an independent apartment for you? Would you recommend this for ASSP-2 students?

- First of all, personal freedom and privacy for a mature student. Acquisition of sense of responsibility. Loneliness and probable insecurity.

- ABSOLUTELY

- Takes a lot of time to cook and clean to the apartment.
  Probably no security! for valuable things like VCR etc.

- ① A lot of privacy
  ② bad when you have more than one roommate.
  ③ yes, but after one semester

Caution: Choice of a house mate is important. Some people like cleanliness others don't. Such a diff. can cause commotion in the house. ~~However the best way to~~ can all the ~~sames~~ same: → recommend independent apts. However, 18

- let them stay in Eigenmann at most a semester and then give them a chance to decide whether they'll be interested in staying in independent apts. or not.

- Freedom of movement & freedom of action_ Preparing & eating what one desire. The disadvantage was having to pay a full month's rent when ASSP ~~Stat~~ slashed the housing allowance by 50%, in August. If they would not be given half rent allowance, then yes.

- First Semester-could have students live in dormitories and later given option of living in apartments.

- Everybody needs independent life.

- It gives the opportunity to eat and do things at your own time - Study periods are not affected because of meal times.

- It is just wonderful and I strongly recommend it for the incoming students.

2. FOOD

a) What did you think of the cafeteria food?

- Not good, because the food items are preserved too long. Africans are used to hot food.

- LOUSY
- I didn't like it. There was no African food. I found the food ~~too~~ ~~fatty~~ had a lot of fats.
- The management seemed to provide the taste for the Caucasians and Orientals only.
- _recycled and too artificial
- lack of variety. same food almost everyday.
- Could have been good, but it is sometimes recycled several time :. not fresh.
- Not used.
- I did not like it.
- It can get on your nerves.

b) In the letter of acceptance that was sent to you, before you came here, we suggested that you bring some spices from home. Did you? Should we recommend that again?

- Of course I brought some including groundnuts. A necessity for Assp-2
- No.
  No
- No, I had no knowledge that I could do so. I suggest you recommend it again.

- Spices only. do not change anything. It is the type of food that matters.
- yes. not necessary.
- If the students would live in Eigenmann, ~~that~~ then there is no need to bring spices. No food or spice is allowed in the dining hall from outside.
- Irrelevant. Same could be bought in shops here.
- It's not a good thing. It gives different impression
- Yes. this makes the food taste better for the African.
- I did not but it would not do any harm for them to bring some.

c) What were the pros and cons of doing your own cooking?

- According to my preference - hot rice. Time consuming and increase in bills.
- Good, though ~~rather~~ time consuming
- Good to eat, but takes time One eats at a convinient time and what one wants to eat.
- It is okay, for as long as you take turns in cooking.
- Time consuming but I ate what I wanted to eat
- I enjoyed eating food I like most.
- It was a lot better & food appetising.
- I love cooking and I enjoyed it.
- It is tasking but you eat the type of food you want.

3. **MONEY**

a) What were the pros and cons, for you, of the quantity and dispersal of the stipends?

- Money is never enough, thus the more you give the better it will be because of the rising cost of living.
- Fairly sufficient. Could be higher though
- Okey, but if ~~you do~~ you can afford more fine. You see money is never enough!! When you get more you want more.
- Comments reserved!
- One good thing is that the stiped was regular and never delayed. However it was inadequate, given the high cost of winter clothings, typing papers, Photocopying, etc.
- Stipends were disbursed promptly.
- Not enough especially when one has to type papers and pay for medical services.
- The stipend should be increased. It is very expensive to live in the US
- The stipends were small but I recommend ~~that~~ the stiped at the end should be increased.

b) Was the banking arrangement satisfactory? Comments?

- Yes, Indeed, except where an individual would like to open the Savings account instead of bank checking account. The former has no interest or ledger fees.
- Quite Satisfactory
- Yes. I was able to get the money when I needed it. I had no problem with the banking
- Yes. Bank one really catered for my needs!
- Yes
- Yes. There were no problems with the bank.
- Excellent
- Yes.
- Yes they were quite fine and I recommend BANK one.
- Yes

c) What did you learn about the use of money this year that ASSP-2 students should know?

- A strict budget should be kept the students should be warned against using the telephone excessively

- the money goes very fast so it should be Spent wisely.
- No suggestion. It's very subjective.
- Never issue checks unless you are fully & absolutely certain that there is sufficient funds to cover the checks.
- One needs to budget well and save some for payment of Bills at the end of the program
- Take time to know where to shop. Compare the value of the dollar and the money of the country you come from before buying things.
- Thrifty and responsibility that money in America is the means to the life itself. It is the sources of sustenance.

4. **TRANSPORTATION**

a) What were the pros and cons of the IU bus passes?

- Ease of mobility especially during Winter and to the College Mall. However, it reduces ones capability to know many places even on campus.
- The Bus passes were just perfect I recommend them.
- Very useful

- OK
- Ok for people who travel a lot. Otherwise let individual students decide whether to use IU bus service or not.
- Buses were always available. Students should be asked if they prefer the passes or the cash. Some of us seldom use our passes.
- A good system, but hardly used the service during summer session.
- reliable during fall & spring semester very inconvenient during summer
- They're very helpful. One is always sure of a bus ride.
- Good. Saves time from looking for a change of quarters. Very convinient.

5. HEALTH CARE

a) How many times did you use the IU Health Center?: ______

- Never – thank God
- 5 or 6
- lots Went 3 times then referred to Bloomington Hospital.
- NEVER
- Several times
- 5
- more than three
- 9.
- 4
- ______ non.

b) How many times did you use Bloomington (non-IU) health care facilities?: ____________

- ONCE. I visited a dentist
- I went to a dentist several times.
- 2
- lots - more than a week.
- NEVER - thank God.

c) Were your health care needs adequately provided for? How?/How not?

- Yes. I had prompt attention at the center.
- YES
- Hard to say, since the need did not arise. The Health Insurance was worth having for security.
- Yes. I was ~~able to~~ attended by doctors and given drugs which cured my problem.
- YES. My smile is even broader!!
- Yes
- Yes. I always receive prompt and professional attention.
- They were cared for sufficiently.
- Yes they were adequately provided for - I got a lot of help from Deb Hulton and the insurance co.
- Yes.

d) What are your comments about the medical insurance?

- I recommend that each and every one of the students should have an insurance so as it was in our case.
- OK but a lot to be desired since the insurance company acts very slowly — this embarrases the students who receive the IU medical services.
- E.G. Browns medical insurance takes too long to pay the Health centre.
- Whosoever contracts the insurance company (ASSP/USIS) must be responsible to insure that the company pays its legitimate bills to the hospital. Students documents should not be encumbered because the company defaulted.
- It was a great help for me I could not have afforded to pay all my health bills.
- Good but delays to pay which causes inconviniences and embarrasements.
- They should be able to cover every thing — even bills below $25.00
- Insurance of this nature has more fringe benefits for the Company than the Individuals. Nevertheless, to ensure life on campus is necessary in case of emergency

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6. WEATHER

a) What advice regarding the weather would you have us give the ASSP-2 students before they fly here?

- None because they would/have to purchase the cheaper coats in USA - However, you can inform them what to expect.
- The winter is very short and the rains are not too heavy.
- As you have been doing in the past.
- Give them info. about both extremes of weather and average weather of this place.
- They will be coming in the heart of winter. So those from East, Central and West Africa should be ~~[illegible]~~ forwarned about the adverse climate. They dont have winters those from the South should be told to bring warm clothing. They know much about such cold climates!
- They could carry heavy clothes if they have at home but the best is to buy the ~~etc~~ winter clothes in USA.
- Advice provided us prior to our coming is adequate.
- SAME AS ASSP I PLUS SOME WARM (HOT) WEATHER GARB
- Since Most Africans come from hot parts of the Tropics, ASSP should provide funds for Warm~~ing~~ clothing.

b) What do we need to know to help ASSP-2 students adjust to seasonal changes , once they are here?

- Have a short session on the weather as soon as the ASSP-2 participants arrive Caution them before they come.
- Subjective
- To watch weather forecast as well as watch local people-
- To be careful in whether changes. Listen to weather forecaste.
- I guess tell them to be careful not to walk without protection out in the cold.
- NOTHING

7. CLOTHING

a) What advice regarding clothing would you have us give the ASSP-2 students before they fly here?

- Carry less personal clothing so as not to increase the luggage on their way back.
- They must bring some of their African dresses/prints which they can wear during summer
- Students can buy their clothes from different stores here in Bloomington.
- That they should bring clothing for warm weather and cold weather. Some could be bought here.

- Bring some money to purchase winter clothing, since the stipend is barely sufficient.
- Tell them to bring very warm clothing.
- Since winter or fall is not known or experienced in tropical Africa, they should buy their clothes when in USA.
- THICK WINTER CLOTHING

  WARM (HOT) WEATHER CLOTHING
- Warm clothings are not available in most African countries. In addition to blankets, purchase some secondhand warm clothes for the particpants.

b) What stores do you recommend as good sources of clothing?

- Salvation Army, Good opportunity House and Big Lots. Hills and K-Mart are also cheap
- TARGET, K-MART HILLS, THRIFT SHOPS
- -opportunity House, Target
  -Good will Store
  - Hills or Fashion Shop.
- It depends on the type of clothing one wants:
  Very Fashionable: Sears
  Cheap but adequate:- Goodwill; Hill, Target, Goodlist.
- Hills + Target + Goodwill
- Hills & Target

- Many stores
- Kmart, Hill, Fashion Shop
- Hills, K-mart, Target and good will.

c) What stores do you definitely not recommend?

- Sears and Lazarus
- Target
- Expensive shops
- Sears, Lazarus and some Stores Downtown or on 10th Street
- Most stores downtown are very expensive. The College Mall stores are also too expensive for students who are new and have little money to begin with.

8. RELIGION

a) Were your religious needs met?

- (7) YES
- Partially in terms of congregational prayers. Eigenmann Hall does not have the necessary facilities for prayers which are frequent for some religious people
- Yes. I would have done more discovery if there was time.

b) Could we do anything more or different to facilitate your religious needs?

- PERHAPS. NEED TO COME UP WITH A LIST OF RELIGIOUS CENTERS
- There are plenty of churches within reach.
- That was enough.
- Seek apartment accommodation for the participants. Privacy is the tangible source of religious practice.
- As far my sect ~~is~~ (R. Catholic) is concerned not.

9. ADJUSTMENT TO LIFE IN BLOOMINGTON

a) What helped your adjustment the most?

- ASSISTANCE FROM THE PROGRAM COORDINATORS AND THE INTERNATIONAL SERVICE CENTRE.
- Social interaction with instructors and other students.
- Open discussion with people
- Host families & get together meetings.
- Academic work & social functions
- Making friends with some reasonable American residents of Bloomington, and the Host families too.
- My host family
- meetings with Nita asking questions when stranded.

b) What made your adjustment difficult?

- Cultural differences always create barries.
- Living in Eigenmann
- rapid change of climate
- Most Americans are very aloof!
- I did not have enough orientation time to the university
- Pressure of Work and enormous course load. Most colleagues had the same problem, so no help could be sought from one another.

c) What role did the International Center play, if any?

- Brought us together, got us host families & lent us utensils, curtains, etc.
- (2) NOT MUCH
- (2) orientation to the university life
- Provided items that could be used by students
- Wonderful services in terms of good breakfast and resources during the Orientation. Frequent invitations to the center.
- Quite an adequate role in my adjustment.
- attended tea parties
- Any important role. It ~~acts~~ coordinates foreign students' activities and it's an umbrella for the foreign students. It's an important organ for foreign students.

d) What role did the African Student Association play, if any?

- HELPED US TO SETTLE DOWN SOME MORE MET NEW FRIENDS. PROVIDED COME TOGETHER PARTIES
- invited me for get together parties.
- Minimal if any, a camp for political hegemony for those who wanted to lead others.
- Organized parties, which helped me to adjust.
- Gave an opportunity to meet with other African students formally and informally.
- Kept us informed of latest news on Africa.
- A minor role. It should have given more get together parties.

10. OTHER COMMENTS?

- Not enough time could be alloted to extra curricular activities due to the tremendous course load and unfamiliarity with the American system of education. ASSP Brochure would enhance this need and others.

- Most of the times was used for reading in the library. There was hadly ~~ea~~ anytime to socialize.

D. GENERAL PROGRAM

1. ORIENTATION

a) Looking back over your whole year, what were the strengths of the orientation that we planned for you?

- It was ok.
- the tour of the University especially the library.
- – group kept as group & did things together.
- The programme was Okay.
- provided information & exposure
- exposed me to most helpfull academic centers
- unfortunalety I was not there for orientation week but the meetings with Nita and help from other collegues helped me.
- – Provision of transport; going for Dinner at Nitas; getting round to the Bank & Mall were all very good.
- Very useful and also helpful to the new comers. Visits other I.U. Campuses should be arrange forthe participants.

b) What were its main weaknesses?

- No proper outlines were either dealt with or provided for the expectations of ASSP. The academic advising needs more attention bec. it is the most sensitive area of the program.
- — could have been given a choice of where to live.
- I think it was too short. The use of computer for writing papers can be given more time during orientation. because the use of word process is of paramount importance
- Students should be allowed to go out and discover but not be 'herded' around in groups.
- One officer was left to do all the organising and teaching.
- The time was short
- It was too short. I was introduced to too many things at the same time

c) What changes would you suggest?

- changes be made by giving a concentrated two or one week of computer studying.
- Increase the time for orientation
- Bring variety & balance.

- Provided information package to each student and allow them to find their way around. Abandon the paternalistic behavior.
- -enough knowledge on registration (& subjects) should be provided:
  - How to use word or process perfect on the compute
  - How to use the library and securing of bookcarols
- African students for ASSPI should be a given a choice of where to live
- The copies of the Graduate school I.U. Prospectus should be used during the orientation, Suitable courses for graduate students can be identified.

2. GROUP MEETINGS (FALL SEMESTER)/LIAISON PERSON (SPRING SEMESTER)

   a) What were the strengths of these meetings, for you?

- The meetings provided forum for addressing the emergency issues. However, they were too frequent and confined to only delivery and receipt of messages.
- It was good to explain the problems one was facing because there was someone to listen too.
- They kept us with the latest changes and gave us a chance to adjust
- To meet with the liaison person and discuss both academic & social problems.
- It was useful.

- These meetings not necessary. ASSP students must be allowed to fend for themselves like other foreign students - e.g. Fulbright scholars.
- The person to person & group communication are vital and liaison person was necessary to dispell misconceptions, etc.
- Meetings should be held whenever there is need. They should not be too many. A joint meeting at the end of the program should be a must. The participants should not leave the campus without having a joint meeting with the coordinators.
- They were informative and they showed that the program coordinators cared for our well being.

b) What were the weaknesses, for you?

- Lack of provision for individual needs and differences. These could have been catered for had there been suggestion "box" into which pieces of papers could be put for easy reference by the Liaison person. There were some misrepresentations and scramble for group domination or leadership
- The meetings were too long especially when I had to run to the library to do some work.

- It should be once every two weeks - and contact by the liason should be by mail during the exam period.

- TENDED TO WASTE VALUABLE STUDY TIME IN A TIGHT PROGRAM

- Lack of joint meetings at the end of the program. Oral discussion of strengths and weaknesses of the program should be given a priority.

- Later in the program, there was totally no personal communication; paper communication was resorted to. Such leaves much to be desired.

- A waste of time. As newcomers students need all the time they can afford for academic adjustment— finding the various ~~libraries~~ libraries, how to borrow book, etc. These meetings only infringe on the limited time we had.

- Sometimes there was no enough time for these meetings although there are important

c) Did the liaison position fill your needs of communication to and from the program? Why?/Why not?

- Of course yes, the position was an integral part of the program. However, small groups or individual consultations could have sufficed.
- SOMETIMES
- (3) Yes – she was cooperative
- Yes. Many problems were solved by the liaison officer just by clarifying issues.
- There was too much paper communication. In the Fall ~~th~~ there were too many meetings and sometimes some of these meetings had no theme. They were a waste of participants' time.
- You could tell your personal problems to someone & expect them to be redressed
- Many times our Position was grossly misrepresented and distorted. Eliminating the liasion Position would do away with the un-necessary friction.
- Yes because it helped me know what to say to stranger.

d) What alternative suggestions can you make to us regarding the effective communication of information and feedback between program staff and students?

- The one which was used worked effectively.

- Create and provide a suggestion box for the ASSP participants. Meet small groups or individuals at regular intervals. Avoid too much of writing letters and notes. Personal contact is what Africans need.
- – USE CAMPUS MAIL
  – LET STUDENTS FIX APPOINTMENTS TO SEE STAFF AS THEY DEEM NECESSARY
- fill evaluation or suggestion forms after a month or so before the situation gets worse
- continue group meetings
- Direct communication ~~[illegible]~~ between students and coordinator or director.
- I think student should have permanent representatives so that these should attend meetings where students' fate is decided.
- Revive person to person communication or group meeting.
- Better discuss with the graduate participants when they come.
- Keep the liaison officers but make the meeting ~~very~~ informal.

3. **TRIP TO THE NCSS MEETING AND ORLANDO**

a) What were the **strengths** of the trip, for you ?

- That trip was informative and a success I recommend it should be done again.

- The seminars were very educative. More was learnt about social studies during the meeting than could have been learnt otherwise.
- Students needed outing to know something of the U.S.A. & meet Social Studies personnel.
- Exposure and sightseeing
- - Very educative and informative.
- Very fruitful in terms of learning and recreation.
- To learn what Social Studies mean to USA. To see future world in Disney World.
- - Provides opportunity to meet other Social Studies teachers & authorities on the subj.
  - Provides opportunity to see Epcot Centre (Educational/information) and Magic Kingdom
- It was the most rewarding trip in its entirety. The trip was well organized, and the NCSS convention was educationally and socially rewarding.
- very educative well catered for financially

b) What were the __weakness__ of the trip, for you?

- Lack of transportation suitable enough to meet the pockets of the ASSP participants. The Comfort Inn we used was too far away from the Conference Venue.
- Long distance of area of residence from place of conference.
- I did not see any significant weakness. I enjoyed each and every minutes of it.
- One wouldn't attend all the meetings he wanted because these were running concurrently!
- The activities were too many and I could only attend a few.
- As I look back now perhaps it was allocated few days.

4. __FIELD TRIPS__

a) What three (3) places or events would you want ASSP-2 students to see (in Indiana)?

- They should visit the schools more
  - The Monroe County school Planning committee
- Little 500, any other university and July 4th festivities.

- Bloomington High School
  the farming area
  the Zoo.
- Honey Creek, Children Museum, and
  Conner Prarie (Indianapolis).
- Corner Prairie, Mcconnell Creek.
- — farms
  — Honey Creek
  — Florida
- A sample MidWest farm.
  A historical or Landmark area
  in Indiana Hossier Dome
  etc. Other IU branches e.g. Padue
- 1.— Indianapolis itself — which we didn't
  have chance to see
  2.— Bedforon (nation famous limestone Area)
  3— Parts of Lake Michigan.
- 1. Honey Creek school
  2. Any two farms
  3. Children's Museum at Indianapolis.

b) What advice do you have for us regarding field trips?

- Plan it for the Weekend program. This avoids the rush either to or from the place(s) visited. Make some of them a little longer e.g. two days or one and half day's.
- Have them & have them evaluated.

- I feel they should be done more often."
- Field trips should be optional but not compulsory.
- Let students write a field report of the place visited from their critical observation. Don't limit their scope
- Let them be more for enjoyment rather than academic.
- They should be well planned and should be geared toward expanding the participants' knowledge of social studies.

5. **ENRICHMENT TRIP TO WASHINGTON, DC**

a) Were you looking forward to this trip? Why?/Why not?

- yes
- Sure I was I feel that my visit has not been properly consummated without my seeing capital Hill.
- Yes. this was the only opportunity to see the capital and some of the monuments I have heard about also to meet with the sponsors.
- No!

- Yes. cultural enrichment.
- Very much so.
- Yes. This would give me chance to see the seat of U.S. Govt.
- Yes, because I wanted to see the Capital City White House etc.
- YES. WANTED TO SEE Washington DC
- Visiting the National Capital city is like visiting the whole country. However, the trip came at the end of the program when all the energies had been exhausted. No interest

b) Is the end of the program a good time to have this trip? Would you suggest another time? Give reasons if you do.

- ~~During~~ some of the College breaks or end of Fall semester is the best time. Because the period is long enough, and the ASSP participants have the desire to change their environment.
- Anytime is okey.
- What about at the beginning so that the people we are dealing with may have better understanding of us as people — not just as numbers
- (2) end of program is a good time

- I wish it could come earlier so that we could talk about it.
- The end of the program is a good time because the participants will be able to discuss ~~with~~ with the USIA's officials the strengths and weaknesses of the program.
- No. 2 weeks orientation in Washington would be better.
- The end of the program is the best if what happened does not happen again.

6. HOST FAMILIES

a) Did this arrangement work for you? Why?/Why not?

- (2) Yes.
- Yes, it did, except that the nature of my program could not conveniently accommodate frequent visits or get ~~together~~ with the host family.
- I had a very good host family which made feel at home and I am grateful to them.
- No.
  I had very little time during the semester for my host family.
- Very well

- No. I was too busy to get involve.
- No. I think I was late in filling the forms.
- yes
  Supported me with clotie for cold winters, took me out to a number of concerts
- VERY MUCH. THEY WERE VERY HELPFUL.

b) What are your suggestions, if any, to improve it?

- Depending on individual interest and availability of time, the host families could be invited to some of the functions of ASSP.
- Should fill the forms immediately they arrive to IU.
- Every student (foreign) should have a host family. Some Host families treat students like their health childre.
- I think as it is it works fine.

7. GROUP PHOTOGRAPH

a) Is this a practice that we should continue? Why?/Why not?

- I dont see any reason why not. it is a good pratice to preserve memory.

- Yes. It helps to remind you about the people you had interacted with during the program
- It should continue. It's not a new thing. Other institutions are doing the same thing.
- Establish the tradition and continue with it, it keeps history.
- (4) Yes. For official record.
- I think it should continue. It captures memories and stores them for future reference!
- It is a storage commodity in the memory bank, therefore, its continuation is imperative. But why wait until end of the program There were several other opportune moments for it

8. **T-SHIRTS**

   a) Is this a practice that we should continue? Why?/Why not?

- It is okay because it is a souvenir.
- IF FUNDS PERMIT, LET THE TRADITION CONTINUE

- Yes. Advertise the program.
- T-Shirts whenever and wherever Worn, are identification of merit, accomplishment of what year of ASSP. The practice, therefore, should continue.
- (2) Yes
- Continue this but improve the quality of Printing on T-shirts.
- Yes. It is a wonderful gesture.
- It should continue but the writings should be done well.

9. GRADUATION BANQUET

a) What did you like about the graduation banquet?

- The speeches were quite encouraging.
- The food was good
- I did not like anything about it. It was hypocritical. While students were almost starving because they had used their food allowance to pay rent & bills, since the rent allowance had been reduced by 50%, they were entertained to a banquet.
- Very formal. For the first time I felt like a little King. I've never been served at a setting like that though I have always served others.

- Interaction and the speeches. The food was also good. The number of guests was too small.
- It was OK.
  Nice food.
  Nice Music
- Celebrating together the fro fruits of our efforts.
- It was ok
- It is a good idea.
- speeches

b) What did you not like?

- The small number of invited guests. University gowns were not used, why? Graduation is concomitant with wearing of the university gowns as mark of successful completion.
- It was too quiet.
- I did not yet graduate so I felt not worthy the ceremony.
- Participants were not informed to prepare a speech.
- This attitude on the part of the program coordinators showed their callousness and insensitivity to the plight of students.
- Africanists could have made the occasion more meaningful to A.S.S.P.

- The absence of alcohol.
- The professors who had taught us should have been invited.

c) What suggestions do you have to improve it?

- I suggest that there should be a variety of foods and some wine or beer.
- It should be a university affair not just the program organizers.
- If students are to receive half stipend & rent for their last month although they are to pay a full month's rent, then the banquet should be abolished and the proceeds disburse among the students to help alleviate their financial crisis.
- Could do it during the big IU official graduation
- Hire or have loan of the University gowns for the ceremony. Invite more guests to boost the morale of the program
- Sent the program a week before the Banquet

d) If you were given a choice between going through the official IU graduation ceremony (and the program rented the gown, etc.) in the middle of the program and the banquet at the end, which would you choose? Why?

- The official IU graduation ceremony in the middle of the program. There should be less activity as the program draws to a close. people get tired and fed up with too many thing at the end.

- An official graduation is much more meaningful
- Although it is good to celebrate after completing the course I feel it is equally good to go through the ~~ex~~ official IU graduation ceremony.
- IU graduation ceremony more organized than the Banquet
- I.U. graduation Ceremony. It makes one believe that he/she a member of the University.
- Graduation ceremony. more substance than banquet.
- Have the graduation – may since more than 2/3 of course is done, however students will never have this opportunity of an IU graduation.
- Participants should take part in the graduation ceremony and the banquet should ~~not~~ be regarded as farewell banquet and not graduation banquet.
- Going through the IU graduation because this has the real academic importance. The way the banquet was arranged was ~~a~~ a little too private.

- To me - it makes no sense to higher a gown before you pass your exams sucsessfully I prefer the banquet..

10. STAFF

The evaluation for each staff member are on a separate page following this one. Your comments regarding each one will be appreciated.

a) Julia Duany - Liaison
b) Nita Levison - Project Assistant
c) Deb Hutton - Training Coordinator

a) **STAFF EVALUATION - JULIA DUANY - LIAISON**

i) How would you rate the way Julia, as liaison, facilitated your life and program this year (since January)? (Circle One)

	(1)			(2)	(2)	(1)	(1)	(1)	(1)	
1	2	3	4	5	6	7	8	9	10	Av. =
poor				okay				excellent		6.2

ii) Did you ask her to help you? Yes 4 No 3 List a few of the most positive ways she helped you this year.

- -Helped me to make my hair
  - Volunteered and took me to the hospital
  - Came to see me when I was in hospital
  - and after being released in hospital.
- As I mentioned earlier, I had no need for a liaison, hence I did not deal with Julia.
- Transport, advice on personal needs + on problems,
- 1. Advising how to choose the courses
  2. To give a ride to the college Hall.
- yes, once, but no positive response.

- since she took office latter I mostly dealt with Dels Hutton and N Uta.

iii) Did she clear up communication problems between you and the program? Yes 2 No 3 Did you ask her to? Yes 2 No 3

- Most of my expectations and needs then were personally shouldered.
- Not any I think of.
- This question is not clear.

iv) Did she explain the IU system to you when you had problems? Yes 5 No 1 Did you ask her to? Yes 4 No 4

- Yes in looking for off-campus accommodation and family housing
- time when it was too late. but the The explanation did not suffice my needs.

v) What are two (2) things that Julia could do to improve?

- If done at the beginning of Fall semester, she could accompany us to many places we did not know then.
- Show ASSP-2 Students where to ~~get~~ do Shopping
  Show ASSP-2 female students where to ~~do~~ make their hair.
- Try not to reveal other peoples academic problems
- She can do better if the program gives her work.
- I don't know because I did not deal with her.

vi) What suggestions do you have for the liaison person next year, to be more useful to ASSP-2 students and the program in general?

- 1. The Liaison person next year, should create and provide a Suggestion box into which individuals participants can drop their pieces of papers bearing suggestions.

  2. Group and Individual meeting schedules can be prepared at the beginning of each Semester or Session

- The liason person should tell them about the hard facts of America life and how to handle their economies.

- The program shoulds make effective use of the liason person.

- Help in where to get African foods
  Where to buy ~~[illegible]~~ things cheaply.
  where to get transport in case of shifting
  Where to go for social ~~gatherings~~ activities
  How to cope with racial discrimination
  Where or how to have your papers typed. Where to go for typing lessons if neccessary.

- To be as close to students as possible so that she may know their problems at 1st hand.

b) **STAFF EVALUATION - NITA LEVISON - PROJECT ASSISTANT**

i) How would you rate the way, Nita, as Project Assistant, facilitated your life and program this year? (Circle One)

				(3)	(1)	(1)		(3)	(2)	
1	2	3	4	5	6	7	8	9	10	Av. =
poor				okay				excellent		7.5

ii) List a few of the most positive ways she helped you this year.

- gave me positive support all the way.
- She took me around to the shops and showed me places where things were reasonable and cheap.
- ① Lending blankets
  ② Giving a ride.
- Introduced me to the banking system and helped move my belongings from Eigenmann.
- — Transportation
  — Editing my paper
- Lent out her personal blankets, pillows & hosted students in her house for dinners & socials.
- Helped me in listening to my problems during the meetings
  Helped me with transport when shifting.
  Helped me by buying food for me when I was in bed after operation
  Came to see me when I had operation in hospital
- — Provided transport.
  — Provided some pillow cases
- The timely issuing of checks for stipend, house rent and book allowances. Regular mails - good.

- Provision of transport in times of great need and making us aware of changes in the A.S.S.P office which we had to know

iii) What are the two (2) things Nita could do to improve?

- She could have visited us when we moved out of Eigenmann Hall.
- To continue doing what she was doing and not to take serious some of the ~~som~~ ~~comments~~ ~~jokes~~ mistakes ASSP-2 students do like coming late for the meetings because it was purposely but due to pressure of time.
- listen carefully when suggestions are made, so that she does not distort or misinform.
- To seek more personal contact & to know individual students better
- Be more understanding when people are going through stress. Learn more about African culture.
- She is easily irritated.
- Take Things easy
- Should ~~[illegible]~~ be given ~~so~~ more work.

iv) **What suggestions do you have for the project assistant next year, to be more useful to ASSP-2 students and the program in general?**

- Must be familiar with African Culture. Must know something about Africa to be able to help in the right way.
- I guess she did a good job she should continue
- The program should make use the project assistant effectively.

1. At the beginning of their first Semester, explain to the participants the advantages and disadvantages of living off Campus.
2. Inform them that for ease of communications, there will be regular and frequent flow of letters. This can be bi-lateral, so that numerous telephone calls can be minimized.
3. That individual stipend checks can be collected at the end of every month if the need arises, instead of sending them through the post office. This can take care of emergencies.

- NEED TO HAVE A GRADUATE PERSON

c) **STAFF EVALUATION - DEB HUTTON - TRAINING COORDINATOR**

i) How would you rate the way Deb, as Training Coordinator, facilitated your life and program this year? (Circle One)

					(2)	(1)	(2)	(2)	(3)	Av. =
1	2	3	4	5	6	7	8	9	10	8.3
poor					okay			excellent		

ii) List a few of the most positive ways she helped you this year.

- Gave me positive support all the way.
- Solving academic problems with professors.
  Making sure we are comfortable
- Advice on academic work.
- ① Transport, times of distress & illness
- ② academic advice
  ③ Always prepared to listen to suggestions
- counselling
  academic advice
- - arranged for WP Mac and IB classes.
  - helped me buy winter coat.
  - took me to Indianapolis to see a doctor.
  - Helped me make arrangements for hospitalization
  - Helped me get another Semester to complete my course
  - Helped me in my studies and made arrangements for my flight back to Kenya
- - A very understanding person.
  - A hardworking academic organizer

- Organization of various visits to the schools and places of importance. Provision of source materials at her own expense.

iii) What are two (2) things that Deb could do to improve?

- She could involve other people more to reduce the overburden and boredom. She was overworked.
- Let her complete her Ph.D. studies
- Make it flexible for ASSP-2 students to choose their residents after the 1st semester. Make the course take 2yrs or at least 1½ yrs.
- Make time for a holiday one week or two. She overworks her self
- - to know the people more closely
  - to learn their background -
- She should be ready to discuss ~~prog~~ strengths and weaknesses of the program with the participants.
- Be more tactful in discussing financial issues.
- In my opinion she is fine.

iv) What suggestions do you have for Deb next year, to be more useful to ASSP-2 students and the program in general?

- Raise her degree of Consultation. ie. listen to students' cries because some of these are true!

1. Prepare a brochure exclusively for ASSP. The results of this overall or Summative Evaluation can be useful sources.
2. plan visits to the schools and other places soon or early enough to complete all the necessary formalities.
3. Invite some school teachers, administrators and Headmasters as guest speakers to the participants

- If it is possible ASSP-2 Students should be able to ~~choo~~ get their 1st choice of Subjects in their 1st Semester, because they have only one year to go.

Make it possible for the Students to choose their Academic Adviser.

- Try to understand the students and deal with them individually
- Be a little more prepare to understand the financial position of students. If ASIP can not offer a helping hand when it is needed, especially when she would not incur financial burden then she is ~~[illegible]~~ insensitive. The trite ~~excuse~~ excuse that there is no money when banquet is being held and ₦14,000 of Masimba's money is laying around depicts the lack of genuine concern for students.
- -She should, from time to time hold joint meetings with students especially towards and at the end of the ~~program~~ courses.
- — Should give students advice on how to handle this money and the problems they are likely to face right from the start.

E. ...AND FINALLY...

What direct advice would you give the ASSP-2 participants? (Be as brief or lengthy as you wish.)

Dear ASSP-2 participant:

1.
2.
3.

- 1. should work hard ~~should~~ ~~[illegible]~~ ~~[illegible]~~ The course is not easy. But they should also have fun!
2. They should be tolerant and understanding.
3. If they are sure that they are ignorant in the they should always consult a lecture — they should ask for help in case of problems.
— should cooperate fully with the programme coordinators, Hutton Howard (Diang) Ausinger, Nita, Julia,

- 1. Hard work is the key of any success in life
2. Cooperation with instructors and other students ~~[illegible]~~ facilitates learning.
3. To be ready to learn from others.

- 1. The work load is heavy and the courses are tough so you must spend more time with your books.
  2. Start studying as soon as you arrive and do not put off any readings.
  3. Make sure you can use the computer. It makes life a lot easier.
- 1. Learn to use Word Processor as fast as Possible.
  2. American Professors respects only those who are prepare to argue or Provide counter-arguments to their Views. This might cost you few Points here and there but generally they Prefer Criticism.
  3. Work hard but also have FUN. Make friends with everybody, especially Americans. You will learn a lot.
- 1.

  Make use of Learning skill Center and Black culture Center.

2. learn how to use a computor it will help you save money

- 1. Waste no time. An assigmment Should be Started within 24hrs after it has been given.

2. Avoid unnecessary activities, particularly social activities whose motive or theme is not clear.

3. DO YOUR OWN WORK and at the end of the year you will be proud that you really deserve your degree! You may ask for guidance but do not get somebody to do your work!! It is a sin to do that.

- 1. Study harder right from the beginning of class. Prepare your paper in a professional way.

2. Make use of the library, ERIC and Video Cassettes, ~~etc.~~ computer etc.

3. Discussions in groups facilitate the understanding of what should be grasped. 66

- 1. Eat good quality food in order to maintain good health. It is the most invaluable aspect of your one year stay here. Do not be greedy over your money.

2. Protect yourself from the bad Weather, e.g. Winter, by buying enough Warm Clothings.

3. Pay adequate attention to your courses. Avoid Incomplete courses if you can. Consult the Graduate school prospectus or your academic adviser as regularly as possible

Be regular in class and with assignments. They count a lot toward your final Grade.

Be friendly to your classmates, and ask the Instructors or professors as many questions as you can. This helps them form a better judgment of your enthusiasm in your lectures.

1. Find an equittable way of balancing you hard study time with your Leisure

2. Make friends within and outside the ASSP group

3. When in doubt always ask: people are always willing to help in Indiana

Best wishes and good luck!

Sincerely,
ASSP-1 Graduate

APPENDIX U.

Report of Andrew Molwane (Botswana)

INDIANA UNIVERSITY

Bloomington

Report:

Afrikan Social Studies Program - 1

1988 - 89

BY

ANDREW MOLWANE

Botswana

May, 1990.

Author's note

I should thank the following people who worked tirelessly throughout the programme, the very people without which my thoughts about Social Studies could still be cloudedr.

(a) Professor Howard Mehlinger

(b) Deb Hutton who spent sleepless nights organizing the programme and sharing her ideas unselfishly.

(c) Professor Risinger for his cautious and fatherly advice.

(d) Nita Levison and Julia Duaney for the great assistance they offered.

Once again thank you all.

PREFACE

The purpose of this report is to highlight certain pertinent issues related to the African Social Studies Program which was conducted at Indiana University between 1988 and 1989. The issues the paper addresses are academic and social. The author tries to look at both the strengths and the weaknesses of the programme.

The paper is not intended to be wholly academic, at least in the sense of an academician. The observations made are purely the author's and should be treated as such.

In addition to the various issues that the paper addresses, there are several suggestions which have been made, particularly concerning what the author deems crucial.

The new environment

It is not uncommon for man to be unhappy once he is introduced into a a new environment, quite distinct from the original. One may have read and heard about the new environment, but being there physically, enhanhances the original wonders, confusions and excitement one had before his/her introduction into the new environment. Perhaps confusion and excitement become shortlived, but, the wonder remains. After all, it is the wonder which always contributes to one's struggle to find more about the new place. It is the wonder that will play a big role in helping the new inhabitant to acclamatize himselself/herself.

Indiana University with its close to 1 500 faculty, over 5 000 staff members and approximately 34 000 students makes it a very perculiar and spectacular place. This student population is approximately the the size of the Kgatleng District(author's place of birth).

Perhaps it is important to mention that irrespective of what one has learnt about the American culture and the American people, from books, magazines, journals and other sources, one will always have a bit of shock on first encounter with so many of the Americans. There are multiple conclusions that a new comer may draw about the Americans, most of which will be discarded within a very short period of time after learning more about these people.

One of the first observations that a curious new comer will make is that they are really a free people. This is spelt out largely from their manner of dress. They mind their own business. They do not have much time to converse with strangers they meet on the way, unless the stranger makes an initiative to start a conversation. Surprisingly, once a conversation has started, then one would really see a true American. This is not to imply that all Americans are like that, but certainly most college students, particularly from Indiana are like that. If that was a pretence, they sure excell in this.

It is not the people only who have to be observed and discovered. The university itself is a complex place, with numerous large buildings which for reasons best known to the Americans are called halls. Some of these wonderful buildings date back to the 1800s whereas some are very new. A new comer gets easily lost in the campus and this can be worsened by the non-existance of a physical border between the town of Bloomington and the campus. However, after weeks of struggle acquainting one'self with both the town and the university one begins to wonder why it had been such a task to find one's way in and out of the campus.

Climate.

The heat and dryness of the summer season in Bloomington was nothing different from Botswana's climate conditions. So, the author does not find it important to write much about this subject. However the drastic change from the hot summer to the severe winter with heaps of snow on the ground did not only puzzle a great percentage of the participants, but it also made them wonder whether they will leave America as frozen corpses or chronic pneumonic patients. To the shock of all of them, they saw themselves through the winter with very few if any problems of health.

Social life

Isolating one'self in an environment such as IU or Bloomington as a whole is not easy. There are so many students from many countries, who have brought with them many types of cultures. Almost every minute one is bound to meet a student from a different country. One had to be prepared to experience all sorts of behaviours and attitudes. This was part of the life in the university.

Though it was healthier to mix, it was also equally important to observe the people one wanted to acquaint with. Some of the Americans were a bit aloof, but really this was only a small figure-after all it is human nature. If all of the Americans were outgoing, then this would raise a lot of questions about such abnormality.

The ASSP participants kept each other company and to some extent did provide the necessary assistance to those who needed it, mainly if it was within their capability. Though in most cases the participants were together, one could not miss those signs of the American culture gradually creeping in and turning some of the students into little Americans. Before long several of the participants could use the deep American accent. It seemed a joke in in the beginning when we talked about how a dominant culture can have an effect on the less dominant culture. It was proven within a very short time.

Ups and downs of the author's life in general

Almost everybody had ups and downs, either in health or just social problems. Fortunately these problems were contained before they proved detrimental to the academic life.

Services provided for the ASSP 1 participants

(a) Assistance from the ASSP co-ordinators

The co-ordination of the programme was quite wonderful, far much organised than one would have expected for a pilot project of this nature. One cannot dispute the fact that there were some slight problems which sometimes surfaced, but what is important is to weigh the odds and the evens of the programme. Obviously there were more strengths than weaknesses. Regarding the services provided for the participants the author made the following observations:

(i) Patience: It is interesting to note that the co-ordinators were dealing with people from various cultural backgorunds and yet they were able to appreciate the differences that the participants brought to class.

Of course no man's temper is all that elastic; sometimes tempers would rise but this was very rare amongst the co-ordinators.

The co-ordinators went beyond providing academic assistance by helping the participants cope with their emotions and other social problems. Such assistance was a remedy to many of the situations which could have worsened and led to unsatisfactory assimilation of the material.

(ii) Academic assistance: It was wonderful that the participants were thoroughly orientated on academic expectations. This was a safeguard against unexpected penalties. The ASSP group was well conversant with the various expectations of the various departments and schools in their first week of college. Even where problems were encountered, it was easy to get help because students knew who to consult and so on.

International Student Centre and its services

The general orientation programme that the centre offered was rather a bit too long and many of the ASSP participants were left confused after the session. The way the orientation was organized did not leave any room for one to digest what had been delivered. In the end it appeared there were so many things students had to do before the official commencement of classes.

Irrespective of this weakness, the ceentre did manage in the long run to get international students together so that they could learn a few things from each other.

The Indiana University Library

"The IU library contains over two million books," said the librarian who was taking us on tour of the library. This was enough to make one a bit unsettled. The first question that came to the author's mind was "How would I find a book I want from so many books, which are twice the population of my country?". For a moment the author's dream seemed shattered. How would one easily find a book from so many?

The sound catalogue of the university made everything so easy. If one used the catalogue system well, it was such an easy task to find a book one needed.

The Indiana University Bus Servive

The only words one can use concerning the transport service offered by the university bus service are: very superb, very reliable and indeed the participants had a jolly ride almost everyday when they went to class.

Halls of residence

Eigenmann Hall

The hall did provide what one may regard as pleasant accomodation. This type of accomodation made the environment very conducive for studying. The only significant problem with Eigenmann Hall was the meals. Though the meals were not totally strange, they were not to the expected taste of the participants. The move into private apartments was a relief.

Academics

It has proven that the programme can be completed within one academic year, including the summer sessions. Though this is feasible, it should be noted that the amount of work done within such a short time is really heavy. During this short period of time, there is hardly any other thing the students can learn about America except book information. It is true that the basis of modern education is still bookish but aren't we really defeating ourselves by letting this old tradition that every educationist is fighting against to stay?

The author of this article is not really advocating for "turtle soup, venison and gold spoons" to be provided for the ASSP participants, but rather to make the programme less tight in terms of the degree of involvement. If more time could be allocated for the programme, then students will be given a chance to participate in other fields which are non-academic......sporting for instance for those who are sporty

The author thinks that the programme should be extended over a period of eighteen months. It is understood that finance is the main factor behind the length of the programme, but the author thinks that this could be juggled around. One way of doing this is to screen the participants thoroughly to get rid of pretentious fellows whose aim is to take advantage of the programme to study something else different from social studies.

Through thorough screening it will be possible to admit only those people who are really interested in the studying of social studies. If the number is kept small, then it would be possible to extend the period of study to something like eighteen months.

Curriculum package:

The ASSP 1 left a lot of room which many of the participants took advantage of. Some of the characters concentrated on their own areas of study instead of doing social studies. Some concentrated on history, others in geography. No wonder some talked of having majored in history or geography after the ASSP 1.

It is the author's proposal therefore that in future the ASSP have a curriculum package that every participant has to take or adhere to. This does not necessarily have to be too tight. There can be room for elective courses but this room should not be too big to allow any unscrupulous manipulation of the programme.

Assignments and tests

The author does not have any quarrel with the tests and the examinations. The main concern is with the assignments. It is clear that as mature students, participants are expected to do their own independent work. From the past observations, some people did work hard to produce pieces of very good work. On the other hand some of the students were excessively assisted that they hardly ever produced their own work. Though the programme organizers have a lot in their hands, it is imporatnt that they take care of such unfaithfulness. After all what is the use if other people are awarded a degree for the work they have not done? ASSP came at the right time and it would be so sad to see it die at an embryonic stage because of some of these things.

Field trips

Field trips are important in this programme. They give the participants an exposure to the general American life and the various cultures. However, to make them more meaningful and worthwhile, they should be followed by a written report, which should be part of the course assessment. For instance, the visit to the MCCS meeting proved very helpful and the participants made very close observations because they knew they were going to write a report on what they were observing.

The author should not be misinterpreted to mean that other trips the participants made were worthless! Not at all! The point emphasized is that every field trip be followed by a written report.

More social studies professors should visit the partcipants

The ASSP 1 participants did get a chance to meet various professors of social studies. The author thinks that more of these enlightened people should visit the participants in class so thatthey could share with them the various ideas that they have concerning the subject.

MAT or MSE?

The author should be excused if there is any element of bias in the following argument. Most of the students are teachers and some are educators. It is therefore the author's opinion that these people be exposed to various schools in the state to see social studies in action. The internship the author carried out left many of the fellow participants quite envious, much to the pride of the author!

Perhaps it would be a good idea to run the programme under the School of Education since it appears it is the one which has courses such as internships. However, if the Graduate School could also offer internships, it would be fine.

Conclusion

The author does not at all doubt that the programme was informative and it was a success. The skills the author has gained from the programme are very useful, though the author has just started to put them into practice after almost a year of deliberate "ostracisement" by the Unified Teaching Service.

A.B. Molwane
